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ABSTRACT

This report describes the research and organization involved for implementing a coordinated county academic-vocational program for mentally, physically, and emotionally handicapped students at the high school and post-secondary levels. An occupational survey and literature review preceded the development of a flexible academic curriculum providing basic instruction and remedial work in language arts and mathematics skills. Job orientation, vocational skills development for the occupations centering on food service and building maintenance, on-the-job training, and the services of a rehabilitation counselor are provided in this 4-year special program. Inservice training for professional staff, program evaluation, and accountability constitute major programmatic needs. The curriculum guide includes numerous unit outlines, term definitions, visual aids, program goals and objectives, and resource materials. Staff roles and responsibilities are delineated for this state funded developmental project. (AG)

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FINAL REPORT

Project No. W. Va.-71-R-20

Grant No. DVE-20-WV-71-R-20

Research in Developing a Program in Basic Vocational Studies

Edison C. Rine

Wellsburg, West Virginia

September, 1972

The work presented or reported herein was performed pursuant to a grant with the State Board of Education, Division of Vocational Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the State Board of Education, and no official endorsement by the State Board of Education shall be inferred.

West Virginia
State Board of Education
State Department of Education
Bureau of Vocational, Technical and Adult Education
Division of Vocational Education

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SPONSOR

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SUMMARY

Need for a Program for the Handicapped

Recent program evaluation in Brooke County revealed that an inordinate number of handicapped youth were terminating their secondary school experience prior to graduation. Closer scrutiny revealed that the existing curriculum was not meeting the academic and vocational needs of this population. It has been documented that out of a population of 2000 secondary students in Brooke County ages 14-18, there exist 150 to 200 youth who possess identifiable handicaps which seriously affect their successful pursuit of a traditional school program.[1] In addition there exists a backlog of 361 handicapped children, most of whom will need to participate in the new secondary occupational program.

Academic Phase of the Program for the Handicapped

The academic portion of the program will be a special academic curriculum departing from traditional standards, and be conducted on an ungraded basis. Language, mathematics, science, and other courses will be adapted to the level and learning ability of the students. Students handicapped in reading ability will be provided remedial reading instruction instead of traditional English. Students of low achievement in mathematics, science or social studies will be given remedial instruction. Other academic provisions are:

1. Curricula will be flexible in all subject matter to facilitate teaching on the achievement level of the student
2. Remedial work will be given students in areas of low level achievement parallel with identified ability.
3. Primary emphasis will be on the basic tools of language arts and mathematics, including skills in reading, speaking, writing and listening, and in acquiring basic arithmetic skills.
4. Content of academic instruction will be functional with practical application to occupational training.
5. Much of this instruction will be on a prescriptive basis dealing with needed competencies associated with job training skills.
6. Special emphasis in the earliest phase will be placed on job orientation.

Occupational Phase of the Program for the Handicapped

The occupational training portion of the program will consist of a combination of classroom instruction with shop training, or actual on-the-job training, with students placed in part-time employment in the community. Training will be on a level adapted to the interest, aptitude and ability of students.

The beginning phases of the training program for boys will be in relation to a cluster of occupations such as (1) Use and Care of Basic Hand Tools, (2) Basic Power Mechanics, (3) Basic Carpentry. The program for girls in the initial stages may be in occupational clusters relating to employment available to women, such as (1) Basic Foods, (2) Home Management, (3) Clothing. However, these suggestions are not intended to imply that separate programs will be organized for girls and boys, since employment opportunities are available to both in many occupations. Special emphasis at this stage will be placed on job orientation.

As students progress in the program with adequate counseling and guidance, the occupational objective for which they have appropriate interest, aptitudes and ability should become evident.

[1] Regional V Psychological Services Center Report, January 1970, Pages 6, 7.

INTRODUCTION

Brooke High School is a four year comprehensive high school providing for students in the ninth, tenth, eleventh, and twelfth grades. The school is designed with the intention of furnishing a smooth transition from middle school to high school and from high school to vocation-technical school, college or work. Brooke High is divided into four different Centers (little schools) within the larger comprehensive high school.

Each Center has the following characteristics:

1. Comparable curriculum with other centers.
2. Approximately 500 students remain in the Center; they are assigned until graduation.
3. All four grades are represented.
4. Students assigned alphabetically and at random to Centers, a cross section of entire student body, academically and geographically.
5. Once assigned to a Center, the student remains there until graduation.

The basic courses, such as English, Math, Social Studies, etc. are taught in each Center by members of the staff assigned to that Center. Students will take their basic courses in their assigned Center. Special department courses (Foreign Language, Shop, Home Economics, Chemistry, Physics, Business Courses, Vocational Courses) are taught in specific areas of the building and to students from all centers.

The school has this design so it can offer a wide variety of subjects and activities as found in large schools, yet enable the students and teachers to develop a close working relationship as found in smaller schools.

The staff of the High School is administered by the principal who is located in the main office. Each of the four centers is administered by an assistant principal whose office is located within the center to which he has been assigned and who is assisted by a staff of teachers and a guidance counselor.

A coordinated Academic-Vocational Program will be initiated and implemented to serve the needs of the mentally, physically, and emotionally handicapped students. This document is intended to describe the research and organization for implementing a program for the handicapped.

Objectives

The primary goals of the program are (1) provide realistic training that will enable the handicapped student to become socially and vocationally adequate as a contributing member of society. (2) Provide a high quality physical milieu which will assure every opportunity for maximum learning on part of handicapped students. Primary objectives to be developed with these students are listed below.

1. To develop attitudes, habits, and understandings needed toward school and school work with training commensurate with their interest and ability.
2. To decrease absenteeism of the handicapped student.
3. To reduce the dropout rate.
4. To provide work experience that will enable the students to make adequate vocational adjustment upon completion of their school program.
5. To help secure job placement for the student directly related to the skills and competencies developed in this program.
6. To promote cooperation between the schools and business and industry in recognition of the work skills of the handicapped and their employment possibilities.
7. To provide a curriculum organized around recognized "Life Functions" and "Persisting Life Problems."
8. To provide opportunity for handicapped students to remain in the "mainstream" of school life through curricular and extra-curricular activities.
9. To coordinate the Brooke County Departments of Special Education and Vocational Education with the Bureau of Vocational Rehabilitation and other ancillary services necessary to help students make the best possible adjustment to his problems.
10. To formulate a system for evaluating the in-school program with a follow-up evaluation of post-secondary results as measured in terms of the successful job placement of the students.

The Need for Follow-up and Evaluation

The program has been established with a carefully executed set of objectives and those objectives will serve as check points when the program assessments are made. Toward this end the teaching staff will schedule bimonthly sessions at which time the effectiveness of the program will be examined. Typical questions addressed to this teaching team could be:

1. Are we beginning to reach our objectives?
2. Do these objectives need change or modification?
3. Are we meeting the needs of all of our handicapped population?
4. Which of our students need special attention?
5. Are we planning for the children with handicapping conditions who will be entering next year or the following year?
6. Are we satisfied that parents understand our program goals and that they have opportunity to aid in the program?
7. Does each youth sense a purposefulness and goal direction as he goes through the program?

In addition to the suggested bimonthly assessment, it is also imperative that the teaching team meet at least one-half hour per week to share insights and solutions regarding urgent, crisis type situations related to the needs of given students. Careful planning and preparation for these weekly "staffings" is most important. The program coordinator is normally the most effective as the moderator of these sessions for he can provide closure in terms of the recommendations offered by the teaching team.

DEFINITION OF TERMS

Academics. For the purposes of this report the term **academics** applies to those subjects of higher learning (mathematics, language arts, social studies, science) only as applicable to the learning process of Special Education at Brooke High School. However, these academic subjects in this type of program must have a strong vocational and occupational base.

Basic Education. Basic Education is the education process for handicapped persons and may be viewed as the modification of educational practices, instructional programs, vocational programs, and school plants for those individuals who possess disabling conditions which prevent them from learning at the normal rate. The wide variation of these modifications emphasize the individualization of instruction. The academic area of basic education is most often referred to as Special Education.

Cooperative Vocational Education. The term "Cooperative" describes the working relationship between school and employer in preparing students for selected vocations. In the classroom the teacher-coordinator combines related instruction with student employment experiences. Regularly scheduled part-time employment enables students to develop and refine occupational competencies (attitudes, skills, knowledges) needed to acquire and succeed in a job, adjust to employment environment, and advance in occupations of their choice. On-the-job instruction is supervised by the employer. He works closely with the teacher-coordinator in planning student learning experiences which are compatible with student and employer goals.

DVR. Division of Vocational Rehabilitation, State of West Virginia.

EMR. Educable Mentally Retarded. This group will probably comprise the largest single block of students to be served by the vocational educator. Two to three percent of the general population is thought to be educable mentally retarded. Their rate of intellectual development ranges 50% to 75% of normal intellectual growth, although these figures are arbitrary. While exceptions are common, the large majority of educable students will achieve maximally at the sixth grade level.

JTO. Job Try-out. See Page 104 under Work orientation.

Occupations Clusters. The concept of Occupations Clusters was to factor out common elements of occupations and to teach those common elements so as to more widely prepare students for work. The major objectives of the cluster program are to provide the student with greater flexibility in occupational choice and to prepare him for occupational mobility. Students are prepared to enter a family of occupations. The program prepares the student to choose from a wider number of occupations and to move to other occupations within the family. In a changing occupation market, the cluster concept has strong appeal.[43]

Occupational Education. For the purposes of this document, Occupational Education consists of preparing limited ability students to perform simple occupations tasks belonging to a job family and to assume the responsibility of a reliable worker. They should be able to apply the knowledge and skills acquired to seek and hold a job in a position which is closely supervised. This activity is closely coordinated with the basic academic program.

OJT. On-the-Job Training. On-the-job training is that phase of a handicapped person's training wherein his school experiences are extended into the community and the young person expands his skill and general work competency. The trainee is placed on a job and performs the work of a regular worker, sometimes with reduced pay, and usually for a period of four hours per day. During this period the trainee will continue his academic activities at his school, usually for a period of one-half day, five days per week.

OWA. Occupational Work Adjustment. Occupational Work Adjustment refers to the efforts to improve any of the abilities, skills, attitudes, physical coordination, stamina, and other qualities that will enable the student to better adjust to the work situation.

Phase. In this report reference is made to Phases I, II, III, and IV. Each of these numbers pertains to one year of the four years of programmed instruction and training for the handicapped person at Brooke High School. Each of these phases is described in more detail elsewhere in this document.

Post Secondary Program. A program of instruction for youth or adults who have completed or dropped out of high school is offered at the post secondary level. Occupational preparatory courses are offered to those persons who are interested in gaining new skills or in upgrading present skills.[43]

Pre-vocational Evaluation. Pre-vocational evaluation is an integral part of the total habilitation process for handicapped students. It provides comprehensive assessment of the student's potential aptitudes and interests prior to any training and placement. It functions to give meaning and direction to curricular efforts as they relate to the program needs of individual students. Assessment of each student's employability potential and characteristics should begin well before the secondary level and continue throughout the student's learning programs. This term may also be referred to as **pre-vocational skills evaluation.**

Ungraded Curriculum. This term, for the purposes of being identified with the Brooke High School programs for the handicapped, refers to the academic and vocational arrangement for flexible and prescription instruction. Students may be grouped according to their abilities, needs, and interests and progress through the program at their own rate of learning. A student may spend a year or more at one level; others may spend less than a year at a particular level. Also, topics, subjects, or training which may be listed as part of a particular year's work may be introduced at any other level if the situation warrants.

Work Study Program. A Work Study Program may be any of several types of in-school or out-of-school programs in which the student works part of his day or week at a job training station in the school or in the community and the other part of the week or day attending classes. Some of the classroom time is used for counseling and evaluation activities.

BRAVO. Basic, Related, Academic, Vocational, Occupations. This term, "BRAVO", has been selected as the name for the comprehensive Academic Vocational Program at Brooke High School.

METHODOLOGY

In order to effect a complete and an appropriate search for materials and resources and to provide a congruent array of methods to be used, the researcher followed the outline which is presented below.

I. Identification of school population to be served.

II. Review of existing programs serving population of handicapped youth in public school settings.

III. Determination of nature of program to be implemented.
- A. Articulate with existing programs at Brooke High School.
- B. Goal orientation.
- C. Provision for follow up and evaluation.
- D. Provision of appropriate physical facilities.
- E. Total coordinated program between Special Education, Vocational Education and D.V.R.

IV. Community survey of existing facilities for training and placement of handicapped youth to be served in this program. (See Survey Chart, page 132.

V. Selection of Program Coordinator.

VI. Selection and procurement of suitable teaching personnel.

VII. In Service training.

VIII. Fiscal planning to ensure program continuation and expansion.

IX. Development of effective communication with community leaders (Business, industry, State Division of Vocational Rehabilitation, State Department of Employment Security, and related community agencies.)

Handicapped to be Served By This Program in Brooke County

Section 122 (a) (4) (B) of P. L. 90-576, the Vocational Education Amendments of 1968, provides specifically for vocational education programs and services for handicapped persons who, because of their handicapping condition, cannot succeed in the regular vocational education program without special educational assistance or a modified vocational education program.

The Congress defined handicapped persons as those who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or who have other health impairments that by reason thereof require special education and related services.

For program planning and operating purposes in Brooke County, the handicapped are defined as individuals with physical, mental, or emotional impairments, or combinations thereof, as established by persons professionally qualified to make this assessment.

Job Survey 1971-72 - Letter and Questionnaire

For the purpose of Job Placement this survey includes Brooke, Hancock, and Ohio Counties in West Virginia and Jefferson County in Ohio. For the purposes and Job Try-Outs and On-the-Job Training this survey includes Brooke County only.

Procedure

1. Secure names and addresses of all business, industry, civic, social, and other organizations that employ one or more persons.

   a. Sources of information include:
      1. County Tax Listings — Office of County Clerk
      2. Chambers of Commerce Directories
      3. Previous surveys of business and industry by Brooke County Schools
      4. Area Planning Commission publications
      5. Telephone Directories
      6. Commercial Business Directories
      7. Other sources

2. Write an introductory letter to all possible employers of the handicapped including the questionnaire for Basic Occupations.

3. Contact by telephone those who failed to reply to questionnaire. If unsuccessful, send a follow-up letter and questionnaire.

4. Set up personal interviews by telephone with management of prospective employees in Brooke County.

5. Conduct interviews - Manager and at least one foreman or superintendent.

   a. Explain program
   b. Explain purpose of the survey
   c. Lead into questionnaire and ascertain job opportunity potential for handicapped
   d. When completed send copy of completed questionnaire to the management for their records.

6. Compile final Survey Report

Results and Conclusions

1. It was impossible for one person to conduct personal interviews of all employers over the four county area. Therefore, the letter and telephone were used for contacts outside Brooke County. Efforts to personally interview employers in Brooke County were very successful and complete.

2. Transportation and geographic considerations do not warrant Job Try-Out, On-the-Job Training, or any type Work-Study Program outside the limits of Brooke County at this time.

3. The survey results indicate that the smaller light industries in Brooke County, such as paper, steel, glass, metal fabricators, plastics, and chemicals, offer a higher percent of opportunities for the handicapped than the larger, heavy industries. Officials of the small, light industries also expressed greater interest in the possibility of hiring the handicapped.

4. The survey reveals that job opportunities for the handicapped in Brooke County are greatest in the areas of Factory Production, Building and Ground Maintenance, and Food Service. (See Chart, page 132.

5. The interviews with management also reveal that the turnover in entry level jobs that handicapped workers now hold is from 8% to 10% per year. All employers did not have statistics on this score. 90% or more of the handicapped employees proved to be average or better workers.

6. Interviews also indicated that the 10% loss of job by this type of worker was due mainly to one or more of the following:

   a. Drunkenness
   b. Indebtedness resulting in garnishment of wages
   c. Inability to control personal affairs
   d. Absenteeism — Young unmarried men and young married women.
   e. Moonlighting resulting in sleepiness on the job
   f. Incompetency resulting from promotions on the basis of seniority from an area of competency.
   g. Marginal operation of small plants forcing lay-offs.

7. Chief deficiencies

   a. Poor workmanship and poor record keeping
   b. Deficiency in general mathematics, especially in measurements.
   c. Poor attitude toward work and co-workers.
   d. Losing count in production.
   e. Inability to make simple repairs to old machinery.

8. From the survey statistics it is evident that jobs are available in Brooke County for trained handicapped workers and that Work-Study Programs are feasible.

OUTLINE OF LITERATURE AND INFORMATION

Research Methods

I. Type of searches made:

A. Hand Search — a search made on site, of libraries, schools, private institutions, etc. for materials related to this project. Many were journal articles.

1. Best results obtained with cooperation of West Virginia Research Coordinating Unit for Vocational Education at Marshall University.
2. Other good results obtained at schools with existing related programs.

B. Computer Search — made by ERIC (Educational Resources Information Center) through RCU at Marshall University.

1. Research Center - North Carolina Science and Technology Research Center.
2. Report received on number of hits (available materials) from eleven key terms and 3 key groups given by the writer in order to make the search.
3. Received listings and abstracts of documents resulting from computer search. These listings also furnished necessary information for obtaining microfische (transparencies) and hard copy (published materials) from ERIC at Bethesda, Maryland.
4. Microfische transparencies viewed on Recordak Machine to estimate worth to the project. A few brief transparencies were published using the Recordak. Needed hard copy was ordered from ERIC at Bethesda.

II. Other methods of securing information:

A. Arranged and held conferences with local and state administrators and educators.
1. Vocational Education
2. Special Education
3. Private Institutions

B. Attended State and Federal Conferences dealing with education of the handicapped.

C. Visited and toured private, public, and special schools that operate similar or related programs, and conferred with their administrators and educators of these schools.

D. Employed consultants with expertise in the specific areas being researched.

E. Used other consulting services such as state administrators and educators.

III. Conducted a three week workshop under auspices of EPDA June 12-30, 1972. This workshop was used as a training vehicle for 28 teachers and also to construct a coordinated curriculum guide for teachers of handicapped youth.

ROLES AND RESPONSIBILITIES
OF
PARTICIPATING MEMBERS OF THE BASIC VOCATIONAL EDUCATION PROGRAM

The success of the Basic Vocational Education Program depends on the efforts of all participating members. With clearly defined roles and responsibilities, a meaningful program can be developed at Brooke High School. The roles and responsibilities are outlined into 7 sections.

I. The County Board of Education with the County Superintendent and his staff
II. The County Coordinator for Vocational and Vocational Based Programs. See chart P. 12-13.

III. The School Administrators.
IV. Director of Pupil Services
V. The Counselors
VI. The Special Education Teachers
VII. The Vocational Teachers, the Industrial Arts Teachers, and the Job Skill Instructor.

I. The County Board of Education with the County Superintendent and his staff -

A. Will provide direction and support for the implementation of the program.
B. Will provide direction and guidance to the County Coordinator
C. Will provide consultative service for facilities, equipment, personnel, and instructional program development.

II. The County Coordinator -

A. Will be directly responsible to the County Superintendent and the County Board of Education. ion.
B. Will supervise the Basic Vocational Program in all of the County schools.
C. Will coordinate the Basic Vocational Program with (1) the Special Education classes of the county, (2) the Director of Pupil Services, (3) the Building and Maintenance Department of Brooke County Schools, (4) the School Transportation Department, (5) an active Intra-School Committee for Special Education, and (6) other school organizations as needed.
D. Will coordinate the school program with the services of the State Department of Rehabilitation.
E. Will coordinate the School program with the services of the State Department of Employment Security and other ancillary services.
F. Will establish and coordinate relations with Business, Industry, and Community for purposes of implementing and maintaining work experience programs of a cooperative nature.
G. Will be responsible for student progress reports necessary for school records, and other information requested by the Superintendent.
H. Will be responsible for budgeting the program.
I. Will coordinate Job Placement Aid to students.
J. Will be responsible for follow-up procedures for purposes of evaluating the program.
K. Will keep all participating school administrators informed on progress of the program and of any changes that will affect their administration.
L. Will work with the Coordinators nf the Middle and Primary School Programs in the area of Vocational Curriculum as related to career development.

III. Principals or School Administrators

A. In general, principals have the same administrative and supervisory responsibilities for Basic Education classes as they have for all other classes in the school.
B. The only major exception to this general principle is in the placement, transfer, and termination of placement of pupils in Basic Education classes.

IV. The Director of Pupil Services and Staff

A. Will determine eligibility for special education classes

B. Will be responsible for processing the transfer, termination, or exclusion from the special education classes.

C. Placement of pupils in special education classes is made **only** by the Director of Pupil Services. The placement procedure is accomplished as follows:

1. by written notification of the principal using the ASSIGNMENT NOTICE*.
2. by class assignment sheet. This method is used only at the opening of school in August, or when a new class is established. Principals should admit no pupil to a special education class unless his name appears on the assignment sheet or unless written notification has been received.

D. Will follow the state guidelines for Referral and Placement as defined in **West Virginia Guidelines for Special Education,** pp. 3-4.

E. Will cooperate with the Vocational Coordinator in the various phases of the program.

F. Will give written notification to the principal as to any change in status of the special education student.

G. Will establish and maintain necessary liaison with parent or guardian of student.

V. Counselors

A. The counselor in each school will provide the handicapped youth with appropriate services. The list of services offered are:

1. Orientation
2. Individual Inventory
3. Informational Services
4. Counseling
5. Placement
6. Referral
7. Research and Evaluation

B. Will establish and maintain a close working relationship with the Vocational-Special Education teachers.

C. Will provide an evaluation and assessment process which will ensure that parent and student sense purposeful movement through a **goal oriented** program.

D. Will acquaint himself with the handbook — **BRAVO [Basic Related Academic Vocational Occupations]**

VI. The Special Education Teacher

A. Orientation Procedure

1. The Special Education teacher is expected to share equally with other teachers within the building, essential responsibilities in the performance of necessary duties for the efficient operation of a school plant and program.
2. The Special Education teacher will thoroughly examine and study the BRAVO program for Brooke County. Note: For identification purposes, all training programs in Industrial Arts, Vocational Education, and Work Experience for the handicapped will be referred to as "Job Skills."
3. The Special Education teacher will make certain that handicapped students possess a thorough understanding of the Job Skills program.
4. The Special Education teacher will supply the school administration and faculty with pertinent information regarding the Job Skills program.

*NOT DEVELOPED AT THIS WRITING

B. Responsibilities Related to the Job Skills Program

1. Will share in the preparation of annual program budget with both administration and vocational coordinator.
2. Will assist in the selection and assignment of students for the different units of instruction.
3. Will provide an appropriately interrelated curriculum which reflects both the teaching of academic and vocational skills.
4. Will maintain and use a comprehensive cumulative folder for each handicapped student.
5. Will be responsible for the safe keeping and inventory of classroom supplies and equipment.
6. Will process and file necessary insurance forms for students entering the vocational program.
7. Will process student transportation procedures to and from job exploration stations.
8. Will initiate and conduct the unit on the "Orientation to the World of Work" at the 9th grade level. This will be an exceptionally strong unit of instruction.

VII. The Job Skill Instructor

A. The Job Skill Instructor will be provided with a comprehensive orientation with regard to the following:

1. Understanding his contract
2. School procedures and policies
3. School facilities
4. Program goals
5. Student trainee schedules
6. Understanding the needs and characteristics of handicapped youth

B. The person designated by the school administrator to help orient the job skill instructor may be one or more of the following:

1. Special education teacher
2. Coordinator of the Job Skills program
3. Other appropriate school administrators

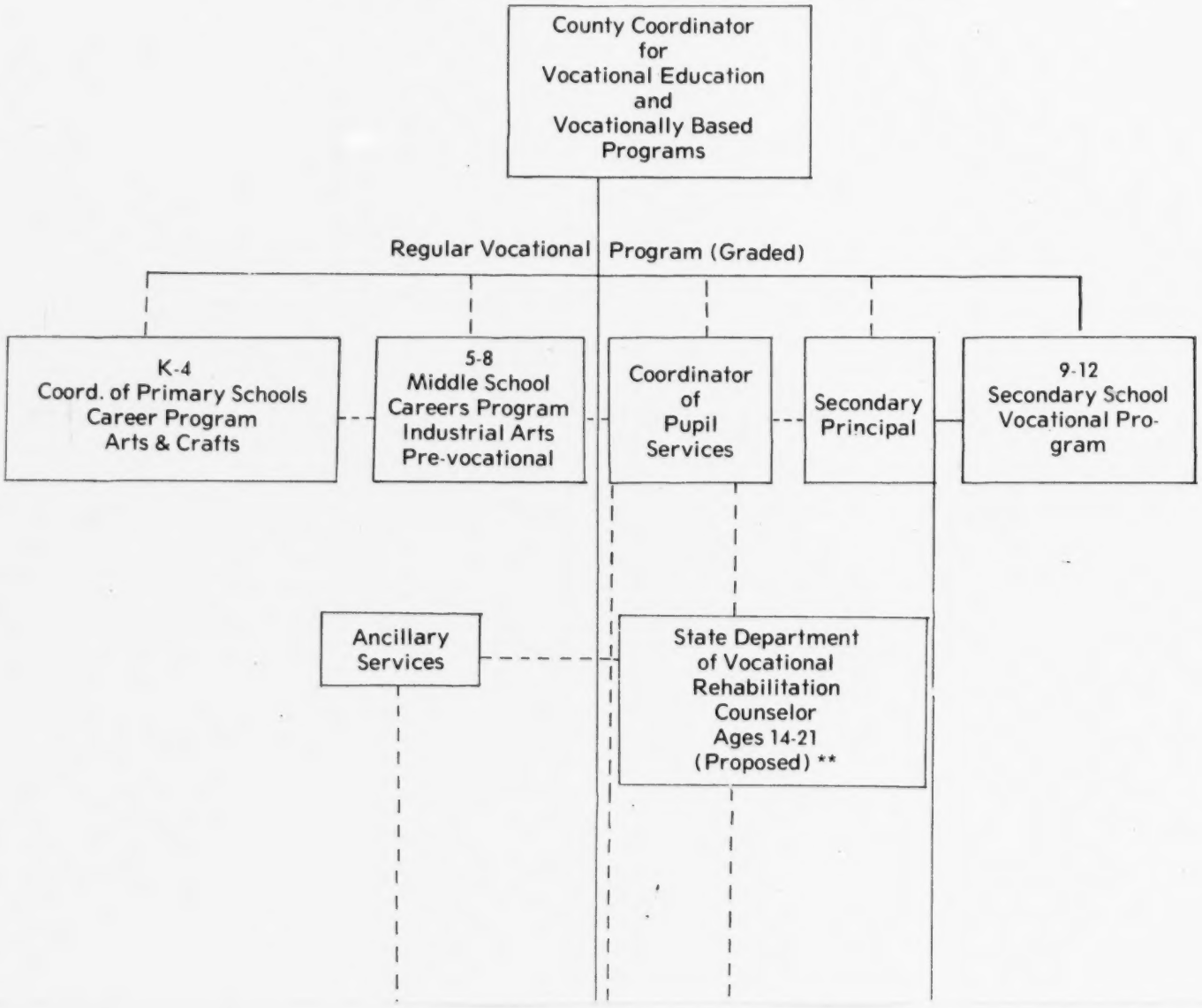
C. Job Skills Instructional Unit Development

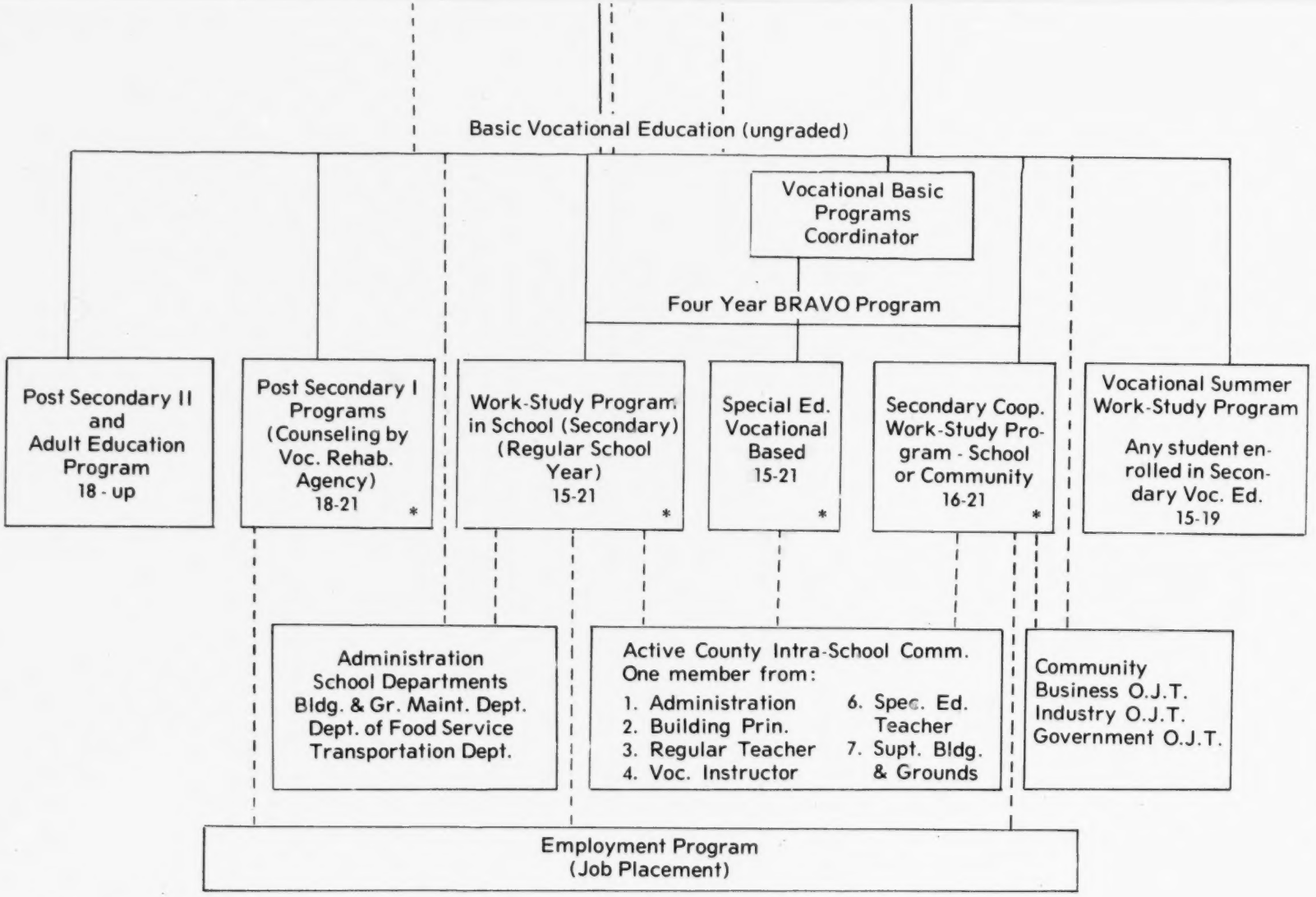
1. Identify tasks and sequences of tasks on the unit guide outline with the assistance of the coordinator and special education teacher
2. Receive the requisition of equipment and materials appropriate for the particular skills areas.

D. Evaluation

1. Will provide evaluation of student's progress at appropriate times throughout the program.
2. Prescribe by written request to Special Education teacher needed remedial or additional academic skills for the individual student.

Chart of Proposed Basic Education Program for Brooke County


County Coordinator for Vocational Education and Vocationally Based Programs
Regular Vocational
Program (Graded)
K-4 Coord. of Primary Schools Career Program Arts & Crafts
5-8 Middle School Careers Program Industrial Arts Pre-vocational
Coordinator of Pupil Services
Secondary Principal
9-12 Secondary School Vocational Pro-gram
Ancillary Services
State Department of Vocational Rehabilitation Counselor Ages 14-21 (Proposed) **


Basic Vocational Education (ungraded)
Vocational Basic Programs Coordinator
Four Year BRAVO Program
Post Secondary II and Adult Education Program 18 - up
Post Secondary I Programs (Counseling by Voc. Rehab. Agency) 18-21 *
Work-Study Program in School (Secondary) (Regular School Year) 15-21 *
Special Ed. Vocational Based 15-21 *
Secondary Coop. Work-Study Program - School or Community 16-21 *
Vocational Summer Work-Study Program
Any student enrolled in Secondary Voc. Ed. 15-19
Administration
School Departments
Bldg. & Gr. Maint. Dept.
Dept. of Food Service
Transportation Dept.
Active County Intra-School Comm.
One member from:
1. Administration
2. Building Prin.
3. Regular Teacher
4. Voc. Instructor
6. Spec. Ed. Teacher
7. Supt. Bldg. & Grounds
Community
Business O.J.T.
Industry O.J.T.
Government O.J.T.
Employment Program
(Job Placement)

** Government Services
* To Be Installed
----- Lines of Communication and Coordination
—— Lines of Responsibility and Command

RESULTS

The results of this project will be found throughout the body of this document and in the comprehensive appendices as indicated in the Table of Contents.

CONCLUSIONS AND RECOMMENDATIONS

Presented in this document are the specifics of the Brooke County occupational program for handicapped youth, a four year adjusted occupational program consisting of four discrete phases, plus a proposed postsecondary component. The reader has been made aware of the existence in this program of two major occupational training areas, (1) food service and (2) building maintenance. The document also presents clearly the intent to provide an academic curriculum characterized by flexibility, remediation, and most important of all individualized, prescriptive instruction which provides careful articulation between academic skills and vocational competencies.

Hopefully, each handicapped youth in this program will at all times possess strong goal orientation as a result of periodic self-assessment as well as consistent evaluation and direction provided by a professional staff. The intent of this staff is to share in a scheduled review of each student's program and progress. Progress profiles will be maintained and used by both staff and students in a manner which will provide for ensuring that students will indeed complete the program with appropriate and marketable skills.

It is imperative that this program be provided with the full time services of a rehabilitation counselor, to be employed by the D.V.R.; this person must be particularly skilled in working with handicapped youth. This population of handicapped youth will frequently need intensive and extensive counseling in the psycho-social area. They will frequently need physical restoration and medical services to render them able to profit from this vocational program to the extent that they become employable in a competitive work world. It is also important that the D.V.R. counselor be housed in the school to facilitate effective communication and service to both handicapped student and staff. Further, this counselor should readily coordinate the placement and follow-up function of the program which are mandatory if the program is to be meaningful.

Another recommendation is that regular in-service training be provided for professional staff as new teaching skills and methods, newly developed and field tested materials, and resources become available. Teachers will need to become competent in their selection and use of such resources in order to up-grade and enhance their efforts in training these youth. Related to in-service training is the need to design and implement program evaluation to engage in a system of measuring the effectiveness of the existing program. It has been stated that no on-going curricular effort rests on its laurels. As innovative as this program may be, there must be adjustments and modifications. A sound and regularly scheduled evaluation program can provide insight which will result in a constantly upgraded program. It is also recommended that this program be expanded in terms of additional staff and services. The need for an intelligent and continued search for superior professional personnel is one which exists in this program.

Currently one of the most critical requisites in any area of public education is that of accountability. The community has mandated that there will exist a guarantee of curricular effectiveness and this is particularly true as it relates to the education of handicapped children and youth. By its very nature this program when implemented will demonstrate to Brooke County a high level of accountability.

INTRODUCTION TO THE BASIC ACADEMIC CURRICULUM

The following Basic Academic Curriculum for the handicapped reflects much of the content of the **Oklahoma Curriculum Guide for Teacher Coordinators of the Educable Mentally Retarded Students, Grades 10-11-12.** A careful review of a complete array of existing guides revealed that the above noted guide appeared to be particularly suited for the purposes of this program. Its use was justified on the basis of its close relatedness to the vocational areas and to the degree to which it addressed itself to the real life functions and needs of our handicapped worker-citizen. In addition it appeared that the Oklahoma Guide format lent itself most advantageously to practical use by the teachers in their seeking to implement the notion of individualized and prescriptive instruction.

BROOKE COUNTY
Basic Education Section

STUDENT RECORD SHEET*

Student's Name: Date Enrolled:

Social Security Number: Date Closed:

Teacher - Coordinator: Reason:

UNIT NO.	UNIT NAME	PHASE I	PHASE II	PHASE III	PHASE IV	PAGE NO.	REMARKS
	COMMUNICATIVE SKILLS						
1.	Effective Speaking						
2.	Listening						
3.	Parliamentary Procedure						
4.	Group Discussion						
5.	Appropriate Language						
6.	Introductions						
7.	Interviews						
8.	Telephone						
9.	Mobility (Directions)						
10.	Reading Skills						
11.	Reading for Meaning						
12.	Reading for Vocation						
13.	Reading for Pleasure						
14.	Newspaper						
15.	Effective Writing						
16.	Letter Writing						

* This form is a permanent part of the student's rehabilitation folder. It is to be kept up-to-date by the Basic Ed teacher and should only be removed from the folder on a temporary basis.

BROOKE COUNTY
Basic Education Section

STUDENT RECORD SHEET

UNIT NO.	UNIT NAME	PHASE I	PHASE II	PHASE III	PHASE IV	PAGE NO.	REMARKS
	LIFE SCIENCE						
17.	Human Body						
18.	Life Cycle						
19.	Good Health						
20.	Mental Health						
21.	Safety						
22.	First Aid						
23.	Disease						
24.	Drug Addiction						
25.	Alcohol						
26.	Human Sexuality						Special Instruction
27.	Hospitals						
28.	Insurance						
29.	Funerals						
30.	The Family						
31.	Child Care						
32.	Kitchen & Food						Prescribed Instruction
33.	Science in Building & Ground Maintenance						Prescribed Instruction
34.	You and Your Room						
35.	Self-Concept						
36.	Your Friendships						
37.	You and Education						
38.	Mobility (Driver Ed and Transportation)						Special Instruction

BROOKE COUNTY
Basic Education Section

STUDENT RECORD SHEET

UNIT NO.	UNIT NAME	PHASE I	PHASE II	PHASE III	PHASE IV	PAGE NO.	REMARKS
39.	Selecting Clothes						
40.	Family Mending						
41.	Grooming						
42.	Dating						
43.	Party Etiquette						
44.	Engagement and Marriage						
	COMPUTATIONAL SKILLS						
45.	Basic Math						
46.	Making Change						
47.	Basic Measurement						
48.	Personal Budget						
49.	Figuring Wages						
50.	Taxes						
51.	Social Security						
52.	Banking						
53.	(Consumer Buying Skills)						
54.	Interest						
	SOCIAL STUDIES						
55.	American History						
56.	Current Events						
57.	Citizenship						
58.	Prejudice						
59.	Voting						

BROOKE COUNTY
Basic Education Section

STUDENT RECORD SHEET

UNIT NO.	UNIT NAME	PHASE I	PHASE II	PHASE III	PHASE IV	PAGE NO.	REMARKS
60.	Politics						
61.	Laws and Courts						
62.	War						
63.	Atomic Attack						
64.	Mobility						
65.	Community Resources						
66.	Conservation						
67.	Leisure Time						
68.	Vocational Rehabilitation						
69.	The Job						
70.	Application Blanks						
71.	Work Record						
72.	References						
73.	You and Your Job						
74.	Attitude Toward Work						
75.	What Employers Want						
76.	Training						
77.	Employment Agencies						
78.	Vocations (OEK)						
79.	Unions						
80.	How To Lose Your Job						

COMMUNICATIVE SKILLS

EFFECTIVE SPEAKING — UNIT 1

To be understood in the classroom and at work, one must speak effectively. Speaking in a manner that allows others to understand exactly what is being said is effective speaking.

I. What is effective speaking?
   1. Definition
   2. Why it is necessary
   3. How does it help

II. Improving speech
   1. Do not talk too much about yourself
   2. Giving others a chance to talk
   3. Do not be dogmatic
   4. Be considerate and tactful
   5. Ask questions

III. Practice improving your speech
   1. A check list for self-criticism
   2. Practice exercises
   3. Art of welcoming constructive criticism
   4. Gestures - use and misuse

IV. How we talk with the body
   1. Posture: How do you stand
   2. Changing positions or movement when speaking
   3. Walking while speaking
   4. Sitting while speaking

V. Effective speaking and work
   1. Seeking employment
   2. Understanding between employees on the job
   3. Public relations

VI. Effective speaking everyday
   1. Speaking clearly
   2. Getting the point across
   3. Selling yourself

LISTENING — UNIT 2

"A good listener is not only popular everywhere, but after a while he knows something."-

I. What is good listening
   1. Hearing is a passive process
   2. Listening is an active process

II. Ways of Listening
   1. Listening for entertainment
   2. Listening for "escape"
   3. Listening for inspiration
   4. Listening for information and ideas
   5. Listening to evaluate and form opinions

III. The Listening Process
   1. Listening depends on giving instant attention
   2. Listening depends on attitude
   3. Listening depends on understanding and evaluating

IV. Learning to listen effectively
1. Getting ready to listen
2. Start listening on the first sentence
3. Get the chief supporting ideas

V. Good Listening manners
1. Listen as you like to be listened to
2. Listen with your whole self
3. Applaud with your hands only
4. Remain until a speaker is finished

PARLIAMENTARY PROCEDURES — UNIT 3

Imagine trying to play baseball, football, or checkers unless the players know and observe the rules of the game. Similarly, a meeting cannot be conducted without rules. Parliamentary law guarantees fair play to all and helps individuals work together as members of a group.

I. How to conduct a meeting.
1. Order of business
2. Conducting regular meetings
3. Decorum

II. Duties
1. Duties of president
2. Duties of the other officers

III. Simple Parliamentary procedure
1. Main motions
2. Committee reports
3. Reading of communications
4. Amendments

IV. Nominations and Elections
1. Nominations by committee
2. Nominations from the floor
3. Nominations by ballot
4. Kinds of voting

V. How to speak at a meeting
1. Speak only after you have been recognized by the chair
2. Speak to the chairman
3. Speak briefly
4. Speak courteously
5. Speak to the motion
6. Speak only when you have something to say that has not been said before

GROUP DISCUSSION — UNIT 4

"Come now, and let us reason together. . . ." Isaiah 1:18

I. The setting of discussion
1. Discussion and Democracy
2. Groups and the individual
3. Motives and conflict

II. Group thinking
1. The origin and nature of problems for discussion
2. Organizing group thinking
3. The raw materials of discussion
4. The uses of authority and reason
5. Resolving differences in the group

III. Interpersonal relations
1. Group norms and social pressure
2. Apathy and the problem of involvement
3. Interpersonal conflict
4. Obstacles to good discussion

IV. Discussion in the modern world
1. The uses and abuses of discussion
2. Discussion in contemporary life

V. Leadership in a group
1. Functions of leadership
2. Styles of leadership

VI. Learning to discuss
1. Evaluating discussion
2. Classroom experience in discussion

APPROPRIATE LANGUAGE — UNIT 5

Everyone should be aware of the importance of appropriate language. The "whys" of language and its proper usage should be thoroughly examined by each student so he can gain a better understanding of the importance for all people to speak appropriately.

I. What is appropriate language
1. What is language - definition
2. How words help us
3. Different usage of words
4. Words that are acceptable or unacceptable
5. Pronouncing words properly

II. Why use appropriate language
1. Better communication
2. Common courtesy
3. Social acceptance
4. To better self in life
5. Understand daily happenings
6. Helps to prepare for employment
7. Place for expression

III. How to improve language
1. Gain appreciation of language
2. Develop good attitudes
3. Practice by use at home

IV. Importance of work language
1. Use of trade words
2. Necessity of trade words
3. Pronunciation

INTRODUCTIONS — UNIT 6

Everyone is involved in the act of introductions each day. Students need to know the art and rules of introduction.

I. How to present people
1. Introducing a gentleman to a lady
2. Introducing a young man to an older man
3. Introducing a young woman to an older woman
4. Introducing persons of the same sex and age

II. Responding to an introduction
   1. Formal situations ("How do you do?")
   2. Informal situations

III. You and introductions
   1. At school
   2. At home
   3. On the job
   4. In the community

IV. Things to remember about introductions
   1. Why they are important
   2. Remembering the name
   3. Following the rules, why they are important

INTERVIEWS — UNIT 7

An interview is a "conversation with a purpose." Its purpose is to get a job, hire employees, gather information or sell goods.

I. Three types of interviews
   1. Applications
   2. Getting information from other people
   3. Sales talks

II. Being interviewed
   1. Prepare for the interview in advance
   2. During the interview be concise, and come straight to the point
   3. Do not talk too long at a time, or do too much talking
   4. Remember names
   5. Look the interviewer in the eye
   6. Let the interviewer select the time — be there on time
   7. Introduce to the interviewer — remember his name and use it often. Terminate the interview with — Glad to have met you, Mr. . . . . .
   8. Give the interviewer an opportunity to tell you about fringe benefits first
   9. Be a good listener

TELEPHONE — UNIT 8

The telephone is one of the most personal-impersonal conveniences that man has yet devised. Telephone manners are extremely important for many reasons. The first impression you make on many people will be over the phone. Many job openings list only a telephone number. The following unit is devised to aid the student in using the telephone properly.

I. Business Calls
   1. Introduce yourself and ask for whom you wish to speak
   2. Come quickly to the point
   3. Talk clearly
   4. Write down information (prices, names, times, etc.)
   5. Thank the person for taking time to answer your questions
   6. Be prepared before calling

II. Personal Calls
   1. Introduce yourself — do not say "Guess who"
   2. Talk clearly
   3. Get to the point of the call
   4. Respect the other person's time

III. Some telephone reminders
1. Answer a ring as soon as possible
2. Speak directly into the mouthpiece
3. ABC — Always Be Courteous
4. Make your conversation brief
5. Sound a personal note in your conversations
6. When putting in a call, allow the phone to ring six or seven times
7. Create a pleasant impression of sincerity and warmth by your tone of voice and choice of words
8. Replace the receiver gently

MOBILITY [DIRECTIONS] UNIT 9

Directions are used every day. What should students know about them?

I. What is a direction
1. Definition
2. Purpose

II. Telling Directions
1. Being familiar with a compass and the four directions
2. Where you live from school
3. Where you live from church
4. Where you live from work
5. Where you live from downtown
6. Where you live from shopping centers
7. Where you live from recreation areas

III. Giving directions
1. Being sure of directions
2. Make them concise and complete
3. Using local and national maps

IV. Where can you get directions
1. Telephone operator
2. School counselor
3. Service stations
4. Police
5. Persons with whom you are working
6 Maps

READING SKILLS — UNIT 10

Reading materials and exercises should encourage and interest students in the world of work. Stressing reading as it pertains to jobs can be a big incentive to improve reading skills. There are specific skills good to work on at this level.

I. Improving Basic Skills
1. Recognizing the sounds of all syllables
2. Learning word analysis
3. Extending vocabulary and understanding
4. Learning dictionary use

II. Learning grammar
1. Simple grammar
2. Learning to punctuate and capitalize
3. Learning to recognize sentences
4. Learning about paragraph meaning and organization

III. Reading and vocations
1. Building vocabularies for vocations and occupations
2. Teaching students to read and understand all public signs, including some professional and occupational signs.

READING FOR MEANING — UNIT 11

Just as an oyster takes a grain of sand and makes a pearl out of it, so you may take words from a printed page and make them warm and alive by the way you read them aloud.

I. Understand the selection
1. Check meaning and pronunciation of doubtful words
2. Read the selection through to get the author's general meaning.

II. Mechanics of interpretation
1. Quality of the voice
2. Pitch of voice
3. Inflection in voice
4. Force with which one speaks

III. Emphasis to important thoughts
1. Emphasis by inflection
2. Emphasis by change of voice quality
3. Emphasis by means of pitch
4. Emphasis by means of pause

READING FOR VOCATIONS — UNIT 12

The student at this level probably has a part-time job and is meeting new people, new ideas, and new values as he never has before. All of this brings about new interest in things he has avoided in the past. He should be encouraged to read materials that meet his vocational needs. Some goals are:

I. To expand the student's vocational vocabulary
1. Reading safety signs
2. Reading health signs
3. Reading instructions
4. Reading time clocks and cards
5. Reading scales
6. Reading receipts
7. Reading menus
8. Reading labels
9. Reading prices
10. Reading applications
11. Reading charts
12. Reading schedules
13. Reading street signs

II. To emphasize the use of the dictionary in vocational study
1. Greater understanding
2. Pronunciation
3. Spelling

III. To read newspapers as a vocational study tool
1. Information about jobs
2. Special stories about jobs

IV. To use reference books
1. Encyclopedias
2. Personnel Policy Handbooks

READING FOR PLEASURE — UNIT 13

The student at the senior high level should be a successful worker. He should display further independence in his decisions and his actions. By this level the student should be receiving a great deal of guidance from his teacher on matters affecting him outside of school and after graduation. His reading should be concerned with information and pleasure. Goals should be concerned with such items as follows:

I. Reading to evaluate
   1. Fact from opinion
   2. Judge reasonableness and relevancy
   3. Sense implied meaning
   4. Establish cause and effect

II. Reading to interpret
   1. Main idea
   2. Draw inference and conclusion
   3. Predict outcomes
   4. Form an opinion

III. Reading for recreation or appreciation
   1. Sense the humor and plot of a story
   2. Interpret feeling of the story
   3. Understand characters

NEWSPAPER — UNIT 14

The major source of reading material for students during their adult lives will be the newspaper. This is the source most readily available and informative of local, state, national, and international news. The information it carries affects all persons. Some of the following items are needed for effective newspaper reading:

I. What is the newspaper
   1. Definition
   2. Purpose

II. How the newspaper affects us
   1. Local news
   2. State news
   3. National news
   4. International news
   5. Sports
   6. Women's page
   7. Comics
   8. Explain the effect of each

III. The Index
   1. The purpose
   2. How to use it

IV. Following Directions
   1. In using the index
   2. The classified ad section
   3. In finding a continued article

V. Classified section
   1. Help wanted
   2. For sale
   3. For rent
   4. Work wanted
   5. Lost and found

VI. Consumer buying
   1. Advertisements

EFFECTIVE WRITING — UNIT 15

Writing is a vital part of communication. "Any man who will look into his heart and honestly write what he sees there, will find plenty of readers." — Ed Howe

I. Writing effectively
   1. Handwriting
   2. Spelling
   3. Form
   4. Clarity

II. Everyday writing
   1. Check writing
   2. Notes and messages
   3. Friendly letters
   4. Application blanks
   5. School assignments

III. Themes
   1. Content
   2. Mechanics
   3. Sentence structure
   4. Vocabulary

IV. Business correspondence
   1. Various types
   2. Form and content
   3. Clarity

LETTER WRITING — UNIT 16

This unit is designed to acquaint students with the parts of a letter and the proper procedures involved in good letter writing.

I. Business Letters
   1. Heading
   2. Inside address
   3. Salutation
   4. The body
   5. Complimentary close
   6. Signature

II. Social letters
   1. Heading
   2. Salutation
   3. The body
   4. Complimentary close
   5. Signature

III. Addressing the envelope
   1. Importance of return address
   2. Addressing properly

IV. Postage requirements
   1. Registered mail and when to use it
   2. Airmail and its use
   3. Parcel post
   4. Special handling
   5. Stamps

LIFE SCIENCE

THE HUMAN BODY — UNIT 17

The following unit has been used effectively in the classroom. It was received enthusiastically by all students.

I. What is the human body
   1. Naming some of the parts

II. What is the nervous system
   1. What is the purpose
   2. What are the various parts

III. The digestive system
   1. The organs and how they depend on each other
   2. The function of each organ
   3. Mastication of food

IV. The Respiratory system
   1. The diaphram as part of the whole
   2. The lungs and their function — how they work
   3. The skeleton (chest) rib cage
   4. The respiratory system as a whole

V. Skeletal

VI. Reproduction system

VII. The skin
   1. Inside lining as well as outside of body
   2. First protection against disease (an armor)
   3. Function of perspiration (cooling — cleaning of bloodstream)

VIII. The total body
   1. The organs all function together
   2. Any alteration in one leads to a state of disease

LIFE CYCLE — UNIT 18

Milton Myers has said, "Death is the one idea that has no history . . . Only death stands unmoved by man's relentless compulsion to know." Some points to be covered are:

I. Life before birth
   1. Conception
   2. Complete cell division by the end of the third month
   3. Normal gestation period

II. Dependency on others
   1. Total dependency
   2. Partial dependency
   3. Independency

III. Independency and responsibility
   1. Separation from home
   2. Taking care of dependents
   3. Eventual death

GOOD HEALTH — UNIT 19

The body is the temple of the soul!

I. What is good health
   1. Mental health
   2. Physical health
   3. Can you be sick once in a while and still have good health

II. What some of you need to do to have good health
   1. To properly exercise
   2. To live in a healthy environment
   3. To use a proper diet
   4. To avoid use of harmful elements such as tobacco, drugs, alcohol, etc.
   5. To be regular in health habits
   6. To maintain good posture

III. Why do you need good health?
   1. To ensure a feeling of personal well being
   2. To maintain oneself on the job
   3. To ensure healthy offspring

IV. General information on your personal health
   1. When do you need good health?
   2. When are you most likely to become ill?
   3. What to do if you become sick.

V. Who does your good health affect?
   1. You
   2. Family
   3. Employer

MENTAL HEALTH — UNIT 20

Mental health is perhaps the most abused aspect of individual development. Therefore, appropriate presentation of this unit is of utmost importance.

I. Mental Health
   1. Nature of mental health
   2. Acceptance of mental illness as one of many diseases affecting mankind

II. Factors in mental health
   1. Defense mechanisms
   2. Becoming a mature person
      a. personality traits
      b. traits of behavior
      c. manner of dress
      d. speech
      e. appearance

III. Ways to prevent problems
   1. Relationships with other people
   2. A code for living
   3. Getting satisfaction in life
   4. Getting security
   5. Realistic goals
   6. Being emotionally mature
   7. Watching your actions and reactions

SAFETY — UNIT 21

Safety is like breathing; it must be practiced at all times to insure good health

I. What is safety
   1. Definition

II. The accident problem
   1. Motor vehicle accidents
   2. Accidents in the home
   3. Accidents in the community
   4. Occupational accidents

III. Encourage safety everywhere
   1. In the home and on the farm
   2. In physical education and athletics
   3. In industry
   4. In school
   5. In fire prevention
   6. In the storage of poisons

FIRST AID — UNIT 22

The aid first administered at the scene of an accident is important and everyone should know what to do to ensure proper treatment.

I. The need for first aid
   1. Definition
   2. Values of first aid training

II. Wounds
   1. Kinds
   2. Prevention
   3. Treatment

III. Shock
   1. Causes
   2. Symptoms
   3. Treatment

IV. Artificial respiration
   1. Definition
   2. When it is needed
   3. Mouth-to-mouth
   4. Schaefer method

V. Poisoning by mouth
   1. Causes and prevention
   2. Signs
   3. Treatment

VI. Injuries to bones, joints, and muscles
   1. Fractures
   2. Head injuries
   3. Sprains
   4. Dislocations
   5. Strains

VII. Burns and ill effects of heat and cold
1. Thermal burns
2. Sunburn
3. Chemical burns
4. Heat exhaustion
5. Frostbite

VIII. Common Emergencies
1. Heart attack
2. Unconsciousness
3. Convulsions

IX. Transportation of the disabled
1. Methods
2. Precautionary measures

X. Insect and snake bites

DISEASE — UNIT 23

Most deaths in America are attributed to some form of disease. The most effective method of treatment is through prevention. Prevention is often aided by knowledge of the disease.

I. What does disease mean?
1. Something that affects the functioning of the body
2. A state of disease means — lack of ease (dis-ease)

II. How does your body fight diseases?

III. When are diseases likely to cause the most trouble
1. When poor health is present at time of contact
2. When overly tired
3. When extremely young (lack of the ability to communicate)
4. When extremely old

IV. Where are you most likely to pick up a "bug"
1. In crowds
2. In communities which lack adequate health services
3. In areas known to be contaminated (quarantine)
4. In places where good health rules are not practiced

V. Who can assist you in combating a disease
1. School nurse
2. Doctor and dentist
3. Specialist
4. Health related agencies
5. Teacher
6. Parents

DRUG ADDICTION — UNIT 24

Have you ever seen a fallen animal in the last throes of death? A person suffering from the D.T.'s or trying to "kick the habit" manifests the same type of behavior.

I. What are some of the narcotics
1. Benzedrine
2. Heroin
3. Opium
4. Morphine
5. Marijuana
6. Others

II. What physical and mental reactions do they cause
   1. Depressant
   2. Stimulant

III. Why or how do people become addicts
   1. Accidental addiction from hospital use
   2. Self-imposed use and eventual addiction

IV. Is drug addiction harmful?
   1. Acts as a physical deterent
   2. Leads to physical craving and asocial actions

V. Steps in treatment
   1. Institutionalization
   2. Rehabilitation (counseling)
   3. Return to useful place in society

ALCOHOL — UNIT 25

Alcohol reduces self-control. Loss of self-control reduces self-respect.

I. What does alcohol do
   1. Causes loss of self-control and inhibitions
   2. Acts as a depressant

II. Why do people drink alcohol
   1. To relax
   2. To socialize
   3. To escape

III. Results of excessive consumption
   1. Loss of job
   2. Loss of family
   3. Loss of life savings
   4. Loss of self-respect
   5. Eventual death from malnutrition

IV. Where to get help
   1. Hospitals (medical field)
   2. Psychiatrist, psychologist, and psychoanalyst
   3. Alcoholics Anonymous
   4. Court clinic
   5. Clergyman

HUMAN SEXUALITY — UNIT 26

HOSPITALS — UNIT 27

The hospital as a significant community resource

I. Types of hospitals
   1. The general hospital
   2. The veteran's hospital
   3. Comprehensive diagnostic hospital
   4. Community clinic

II. Locate your hospitals
   1. Know address and phone number
   2. Be able to locate it on a city map

III. Specific services of a hospital
   1. The ambulance and how to get it
   2. The emergency room and its purpose
   3. In-patient care
   4. Out-patient care

IV. Supportive agencies for hospital care
   1. Programs of public assistance
   2. Health insurance
   3. Organizations for the handicapped
   4. Community fund agencies

INSURANCE — UNIT 28

The less money you make the more you need insurance. This may sound strange but if an individual understands insurance and how it can help him then he will be better prepared for the future.

I. What is insurance
   1. Definition

II. Types of insurance
   1. Life
   2. Hospital
   3. Car
   4. Property
   5. Comprehensive

III. Why have insurance?
   1. To fulfill obligations to society
   2. To ensure family security
   3. To guarantee future security
   4. To meet sudden financial need

IV. Computing premiums
   1. Monthly - yearly
   2. Life, hospital, car
   3. Tax deduction

V. Where to get information about insurance
   1. Insurance companies
   2. Friends in insurance business
   3. Insurance commission

FUNERALS — UNIT 29

Funerals are not usually studied in the classroom; however, very few people know what to do when confronted with one. The following unit will help students meet the problems that arise concerning funerals:

I. What is a funeral?
   1. What is the purpose of a funeral
   2. What funerals should you attend
   3. Where should you sit
   4. What should you wear

II. Why do we have funerals
   1. Are funerals necessary

III. Cost involved in funerals
   1. The casket and mortuary costs
   2. The lot
   3. How about the grave marker?
   4. Cremation as an alternate

IV. Preparations to be made
   1. Paying the bill
   2. Death insurance
   3. A clear cut last will and testament
   4. Funeral bills paid first
   5. Social Security fee
   6. Grants to veterans

THE FAMILY — UNIT 30

What is a family? A family offers physical protection; mental, emotional, and spiritual guidance; love, security, and a sense of belonging; and helps in preparing children for adulthood.

I. The parent
   1. The job of being a parent
   2. Getting along with your children

II. Family relationships
   1. How children in a family are different
   2. Why brothers and sisters quarrel
   3. Sharing with brothers and sisters
   4. Being an only child

III. Problem areas in parent-child communication
   1. Allowance
   2. Difficulty in communications
   3. Dating and curfews
   4. Choice of purchases
   5. Smoking and drinking
   6. School conduct
   7. Sibling rivalry
   8. Punishment and reward

IV. How your family helps you
   1. Physical protection
   2. Mental and emotional development
   3. Love, security, and a sense of belonging
   4. Preparation for adulthood

V. Your responsibility in the family
   1. Contributions (tasks, etc.)
   2. Cooperation as a family member

VI. Good manners in family living

CHILD CARE — UNIT 31

Is there a new baby in your family? Do you know how a new baby affects the family?

I. Caring for a baby
   1. Holding the baby
   2. Feeding the baby
      a. changing diapers
      b. bathing
   3. Clothing the baby
   4. Sleep and rest for the baby
   5. Safety precautions with infants
   6. Special equipment needed
   7. Medical and nursing care
   8. Inoculations

II. Problems of infancy
   1. Crying in the early weeks
   2. Spoiling
   3. Common kinds of indigestion
   4. Constipation
   5. Diarrhea
   6. Rashes
   7. Mouth and eye trouble
   8. Breathing troubles
   9. Thumb-sucking
   10. The pacifier

III. When you are a baby sitter
   1. Do's and don'ts for baby sitters
   2. Responsibilities of baby sitting
   3. Knowing where the parents are

IV. Caring for a young child
   1. Helping a child with his physical needs
   2. Bathing and grooming the young child
   3. Helping the child in his play
   4. Protecting child from dangers
   5. Helping a child to live happily

KITCHEN AND FOOD — UNIT 32

It has been said that the kitchen is the heart of the home. A clean, well-arranged kitchen makes meal preparation easier and more enjoyable.

I. Hints for cleaning and caring for the kitchen
   1. Suggestions for using the refrigerator properly
   2. Suggestions for using and cleaning the range properly
   3. Safety in using electric appliances
   4. Using and caring for kitchen tools
   5. Miscellaneous kitchen hints

II. Saving time and energy in the kitchen
   1. Planning ahead
   2. Taking your time, finishing faster

III. Planning nutritious meals
1. Consider needs of family members
2. Consider your personal needs
3. Consider meal patterns
4. Place of proteins, carbohydrates, and fats
5. The importance of vitamins and minerals

IV. Buying food wisely
1. Why food costs differ
2. Where to buy food economically
3. Managing the family food budget
4. Grades of canned foods
5. Can sizes and measures
6. What to look for in selecting food: fruit, vegetables, meat, cheese, eggs

V. Care of food
1. How long to store perishable foods
2. Hot to store staple foods
3. How to store frozen foods
4. Preserving foods for later use

SCIENCE IN BUILDING & GROUND MAINTENANCE — UNIT 33

YOU AND YOUR ROOM — UNIT 34

What does your room mean to you? Do you have a room of your own, or do you share a room with someone else in your family and the way your room is furnished, the care you take of it, and how well it serves your needs are all important in your enjoyment of it.

I. The furnishings for your room
1. Using your room for sleeping and resting
2. Using your room for dressing and grooming
3. Using your room for study
4. Using your room for leisure activities

II. Caring for your room
1. Daily care of your room
2. Weekly and occasional care of your room

III. Making your room more attractive
1. Arranging furniture
2. Selecting furniture and accessories
3. Arranging pictures
4. Selecting curtains and draperies
5. Keeping it clean
6. Painting it

SELF-CONCEPT — UNIT 35

Possibly the most difficult task facing the teenager is that of developing a sound self-concept.

I. What is self-concept?
1. Definition

II. Who are you?
1. Your name
2. Physical characteristics
3. In relation to peers
4. As an individual

III. What causes you to develop a self-concept?
1. Interaction with parents
2. Interaction with siblings
3. Interaction with peer group

YOUR FRIENDSHIPS — UNIT 36

What would life be without friends. Friendships mean so much that a person probably would not want to live without them. It is easy to understand why most young people are deeply concerned with making and keeping friends.

I. Being a friend
1. Ways to show friendship
2. How good a friend are you
3. Choosing your friends
4. Sharing your friends with your family

II. Boy-girl friendships
1. Building boy-girl friendships
2. Conversational cues
3. Dating
4. Dating manners
5. Making a date
6. Being a "good date"
7. Recreation with friends

III. Selecting friends
1. Consider hobbies
2. Consider basic beliefs
3. Consider recreation interests
4. Consider past experiences

YOU AND EDUCATION — UNIT 37

Have you ever had a student ask, "What good is high school?" What answer did you give? Many times the answer is, "It's important for my future." Are there other things to be considered?

I. Why go to High School?
1. Has become a necessity for employment purposes
2. Permits wider choice of occupations
3. Helps you to become a better informed citizen
4. Greater job security in times of recession
5. Helps develop the ability to think, reason, judge
6. Society expects a person to have a diploma

II. What does High School have to offer me?
1. General courses for all
2. Vocational courses for trade bound students

III. Knowing your school
1. Finding out about the building
2. Learning about rules and organizations
3. Becoming acquainted with faculty members and staff

IV. Taking part in school activities
1. Belonging to a school club
2. Choice of clubs to join

V. Being a good school member
1. In the classroom
2. In the corridors
3. In the lunchroom
4. In assemblies
5. On the campus

MOBILITY [DRIVER EDUCATION AND TRANSPORTATION] — UNIT 38

Good driving is an art that is learned as a result of proper instruction and supervised experience

I. What is a good definition of Driver Education
1. Definition

II. What can be taught in the class
1. What makes the wheels go around
2. Safety on the streets and highways
3. Care and service for longer life of your car
4. Rules of the road — State Driver's Manual
5. Habits of the driver and pedestrian
6. Commonly used wrenches and tools

III. What can be taught in the car
1. Gauges
2. Switches
3. Controls
4. The power plant

IV. Important driving skills
1. Developing smoothness and correct timing
2. Backing
3. Emergency stops
4. Right turns
5. Left turns
6. Parking

V. Advantages of driver education
1. Driver Ed students have fewer accidents
2. Lower insurance rates
3. Driver Ed students practice common courtesy on the road

SELECTING CLOTHES — UNIT 39

"I don't have anything to wear!" How many times have you heard this? How many times have you heard the answer, "Why, you have a whole closet full of clothes."

I. Amount to spend for clothing
1. What needs to be considered here

II. Selecting outer garments
1. Consider your clothing needs
2. Consider attractiveness
3. Consider color
4. Consider clothes that go together
5. Consider size and workmanship
6. Consider the fabric
7. Consider your activities
8. Consider the season and the locality
9. Consider the cost

III. Selecting undergarments
1. Foundation garments
2. Construction, fit, and washability
3. Garments for sleeping and lounging

IV. Selecting accessories
1. Selecting hats, gloves, handbags, scarves
2. Selecting collars, belts, handkerchiefs, jewelry
3. Selecting hosiery and shoes
4. Selecting rainwear

V. Daily, weekly, and seasonal care
1. Daily care of clothes
2. Care of clothes as you wear them
3. Weekly care of clothes
4. Caring for accessories
5. Repairing clothes

VI. Keeping clothes clean and neat
1. Removing spots and stains
2. Washing clothes
3. Hand washings
4. Dry cleaning clothes
5. Ironing and pressing clothes

FAMILY MENDING — UNIT 40

The stitch-in-time means fewer clothing replacements and more money for other needs. Taking care of your clothing protects your original investment in that suit, coat, or other garment.

I. Equipment and aids
1. Needles — different kinds
2. Thread, pins, thimble, etc.
3. Sewing machine — use and care

II. Where to get patch material
1. Stores
2. Old garments

III. Types of mending
1. Small repairs
2. Repair by piecing or reinforcement
3. Patches
4. Darns

IV. Mending men's and boys' clothing
1. Men's and boys' coats
2. Men's and boys' trousers, shirts, and socks

V. Mends for common clothing damage
   1. Mends in wash pants and slacks
   2. Mends in shirts
   3. Mends in dresses
   4. Mends in robes
   5. Mends in underwear

GROOMING — UNIT 41

An attractive appearance can be a key that opens the door to friendships, to a career, and even to happy family living. Teen-age "good looks" are the result of good health, good grooming, good choice of clothing, and a happy outlook on life.

I. What is grooming?
   1. Definition
   2. Purpose

II. Why is good grooming important?
   1. Helps avoid minor health problems
   2. Shows your self-evaluation

III. Health and appearance
   1. Your cleanliness affects your appearance
   2. What you eat affects your appearance
   3. Exercise affects your appearance
   4. Sleep and rest affect your appearance
   5. Your posture affects your appearance
   6. Your eyes and teeth affect your appearance

IV. Grooming and appearance
   1. Hair grooming
   2. Grooming feet and toenails
   3. Skin grooming
   4. Grooming hands and nails

DATING — UNIT 42

Most every student will get married in the next few years. What can the teacher do to help them be prepared for marriage?

I. Dating
   1. Purpose
   2. Importance of dating
   3. Going steady — advantages and disadvantages

II. Rules for dating
   1. Things for the boy to remember
   2. Things for the girl to remember
   3. Moral standards
   4. Dating and parents
   5. Who takes care of the expenses

III. Components of love
   1. Emotion
   2. Mutuality (giving as well as receiving)
   3. Physical attraction
   4. Satisfying personality needs
   5. Sacrifice
   6. Definition of above five and examples of each

PARTY ETIQUETTE — UNIT 43

Everyone enjoys a party. It is a good idea to learn to be the kind of guest people like to entertain and the kind of hostess people like to visit.

I. If you are the host
1. Do not try to outdo yourself
2. Invite congenial people
3. Extend invitations several days in advance
4. Select a theme and carry it through
5. Make your plans flexible
6. You should dress simply
7. Direct the guests to a room to leave their wraps
8. Be sure people know one another
9. See that your guests are having a good time
10. Plan special and yet simple refreshments
11. Station yourself so your guests can say good-bye
12. Do not apologize for mishaps beyond your control
13. After your guests leave, straighten and clean up the house

II. If you are a guest
1. Respond to the invitation by telephone or note
2. Arrive on time at the party
3. Dress carefully
4. Be in a cheerful mood
5. Be ready to participate in the entertainment
6. Greet your host or hostess before you join the others
7. A boy should offer his chair to a girl, a woman, or an older man
8. A girl should accept a chair with a "Thank you."
9. Help keep the party going
10. Do not be awed by a standard of living that is higher than your own nor contemptuous of one that is lower.
11. Leave the party at the hour that has been set as a closing time
12. Always say good-bye to the host or hostess and to the guest of honor
13. Say some word of appreciation to the mother and father

ENGAGEMENT AND MARRIAGE — UNIT 44

What happens to teen-age marriages? "Is it a privilege to be forced to choose someone as a lifetime mate before one possesses a sound self-concept?"

I. Maturity and age — importance
1. Definition of maturity
2. Importance of age at marriage
3. The part (1 & 2) they play in dating, engagement, and marriage

II. What is engagement?
1. Reason for engagement
2. Long engagement vs. short engagement
3. Morals and engagement
4. Some danger signs in engagement
5. Important issues to be decided during engagement
6. Why engagements are broken

III. Religion and marriage
1. Importance of one to the other
2. Importance of agreement on religion in a marriage
3. Interfaith vs. same faith marriages — differences

COMPUTATIONAL SKILLS

BASIC MATH — UNIT 45

Basic math is essential for all students. This unit will help the teacher make sure each student has been exposed to the kind of match he needs.

I. Basic Math Signs
1. The + sign
2. The - sign
3. The x sign
4. The ÷ sign
5. What does each of the above signs mean
6. Checking techniques

II. Basic Math and its application
1. In the store
2. At school
3. On the job
4. In your thinking
5. In the newspaper

III. Basic Math — classroom exercises
1. Multiplication
2. Division
3. Addition
4. Subtraction
5. Using decimals
6. Reading and writing numbers

IV. Basic Math vocabulary
1. Add
2. Decimal
3. Plus
4. Column
5. Carry
6. Equal
7. Fewer
8. More
9. Less
10. Multiply
11. Once
12. Twice
13. Yardstick
14. Ruler
15. Smaller
16. Larger
17. Subtract
18. Divide
19. Difference
20. Borrow
21. Take away
22. Numbers
23. Remainder
24. Product
25. Divisor
26. Quotient

MAKING CHANGE — UNIT 46

It is important for students to know the value of money and its place in their lives. This unit is designed to give students a general introduction to money and experience in making change.

I. What is money?
1. Definition of money
2. Background of money
3. Content of various coins and bills

II. Monetary Denominations
1. Explaining the system of 10's
2. The value of various coins and bills

III. Experience in making change
1. By exercises in math (written and verbal)
2. At work
3. Shopping
4. By exercises in actual classroom money transactions
5. Use of cash register

BASIC MEASUREMENT — UNIT 47

Adequate knowledge about measurement is a must in many areas of life. Students need to know the basic concepts involved in all types of measurement.

I. How to use a ruler, yardstick or tape measure
   1. Converting inches to feet
   2. Converting inches to yards
   3. Converting feet to yards
   4. Converting yards to feet and inches

II. Liquid and dry measure
   1. Measuring by cups, pints, quarts, and gallons
   2. Measuring by ounces, pounds, bushels, pecks, and tons

III. How to measure
   1. Abbreviations for measurements
   2. How to read measurements
   3. How to read a produce scale
   4. How to read a butcher's scale
   5. How to weigh yourself properly

IV. Telling time
   1. Ability to tell time in seconds, minutes, and hours
   2. Compare length of day to week, month, and year
   3. Ability to read a calendar
   4. Interpretation of working days and holidays
   5. Knowledge of seasons

PERSONAL BUDGET — UNIT 48

When a student makes a remark such as "I don't have any money left," and it is the middle of the week, you may think he has not been wise in handling his money; however, it may be that he does not know about budgets and their use.

I. What is a personal budget?
   1. Definition

II. Why have a personal budget?
   1. Helps to spend money wisely
   2. Develops good attitudes toward thriftiness
   3. Prevents indebtedness
   4. Helps build self-respect

III. Setting up a budget
   1. Determining expenses
   2. Listing bills — monthly and extra
   3. Basic bookkeeping

IV. How to avoid extreme and unrealistic indebtedness
   1. How and where to borrow wisely
   2. Paying part of each bill
   3. Finding a higher paying job
   4. Avoid exorbitant interest charges

FIGURING WAGES — UNIT 49

Many students never think about figuring wages till they get a job and get their first paycheck. They then ask, "How can I figure my wages?" This unit will help solve problems related to figuring wages.

I. What are wages?
   1. Definition

II. Types of wages
1. Hourly
2. Weekly
3. Monthly
4. Piecework
5. Overtime

III. Wage deductions
1. Gross pay — how to compute
2. Computing social security
3. F.I.C.A.
4. Company deductions for fringe benefits
5. Net pay

IV. Where to get help
1. Personnel Policy Handbook
2. Payroll clerk
3. Employer
4. Family and friends

TAXES — UNIT 50

How many students know the government is run largely on taxes? Roads, parks, and various agencies are supported by taxes. Since some students may earn very little in a lifetime, the taxes deducted from their salary will be more noticeable to them than to those who make more.

I. What are taxes?
1. Definition

II. Why have taxes?
1. Benefits received from taxes for local, state, and federal government

III. Types of taxes
1. Property tax
2. Federal income tax
3. Social security
4. City and state sales tax
5. Other federal, state and local taxes

IV. Figuring taxes
1. Sales tax
2. Income tax
3. Luxury tax
4. State and local tax
5. Real and personal property tax

V. Where to get aid in figuring taxes
1. State — Bank, clerk of county court
2. Federal — Internal Revenue Service office
3. Private
4. Friends
5. Self-dependence

SOCIAL SECURITY — UNIT 51

Students need to know what social security has to offer. This unit will help students see the reasons for social security and its benefits.

I. What is Social Security?
   1. Definition
   2. Purpose

II. History of Social Security
   1. Before Social Security
   2. Beginning of Social Security
   3. Changes that have taken place
   4. Social Security today

III. Information about Social Security for students
   1. Where to secure Social Security card
   2. Use of Social Security card - how it works
   3. Protections of Social Security
   4. How Social Security benefits the student
   5. Financing of old-age, survivors, and disability insurance program.

BANKING — UNIT 52

Being acquainted with services offered by the bank is necessary. The student can better know the services offered there when exposed to a unit such as the following:

I. What is a bank?
   1. Definition

II. Choosing a bank
   1. Location is important
   2. Services offered to you
   3. Choosing between a state or federal insured bank

III. What to know about a savings account
   1. Making deposits
   2. How to make withdrawals
   3. Understanding interest

IV. Checking accounts
   1. How to write a check
   2. How to endorse a check
   3. How to read a check
   4. Checks and their meanings and value
   5. Fees for checking accounts
   6. Balance - how do you keep this?
   7. Checks as receipts
   8. Good and bad points of checking accounts

CONSUMER SKILLS [BUYING] — UNIT 53

Students are consistently involved in purchasing; need to be knowledgable in the wise use of money.

I. When to buy
   1. When there is a need
   2. When money is available

II. What you buy
   1. Does it serve the purpose?
   2. Compare goods - quality
   3. Is it guaranteed?
   4. Name brands vs unknown

III. How to buy
   1. Cash buying
   2. Installment buying
   3. Lay-away buying

IV. Things to consider
   1. Interest on notes
   2. Exchanging goods
   3. The importance of receipts
   4. A legal sales contract
   5. Depreciation

INTEREST — UNIT 54

Have you ever purchased items on a time payment basis? Were you ever surprised at the amount of interest you had to pay before you were through with the payments? The following points should be presented to all students.

I. What is interest?
   1. Definition

II. Types of interest
   1. On loans
   2. Items

III. Who uses interest
   1. Business concerns
   2. Individuals
   3. Groups

IV. Why use time payments
   1. Saves cash for emergencies
   2. Gives you what you need now
   3. Helps you establish good credit
   4. Buy only important items on time payment

V. Problems in using time payments
   1. Over-extension of credit
   2. Understanding contracts before you sign
   3. Advantages of cash vs. time payments

VI. Borrowing from loan agencies for necessities
   1. Installment buying
   2. Small loan agencies
   3. Banks
   4. Large loan agencies
   5. Federal agencies

SOCIAL STUDIES

AMERICAN HISTORY — UNIT 55

American History at this level should be concerned with getting across broad concepts about America's freedom. Threats to freedom should also be presented.

I. America was founded by people desiring freedom
   1. Which people came to America
   2. What freedoms were they seeking

II. American immigration
   1. The melting pot - changes over the years

III. America and its freedom (civil war)
   1. Background - reasons for
   2. The war years
   3. Reconstruction
   4. The North and South today

IV. America and its foreign wars
   1. War of Independence
   2. Lesser wars
   3. World War I
   4. World War II
   5. Difference between a war and a police action

V. The Constitution - its uniqueness
   1. The Bill of Rights
   2. The purpose
   3. Reasons why it has survived over the years
   4. The supreme law of the land

VI. The branches of our government
   1. The Executive branch
   2. The Legislative branch
   3. The Judicial branch
   4. Our system of checks and balances

VII. The American way vs. Communism
   1. What is Communism?
   2. Who becomes a communist - why
   3. Popular misconceptions of Communism
   4. Dangers of Communism - how they work

CURRENT EVENTS — UNIT 56

Students should be aware of the world around them and what effect it has on them. Current events can be presented effectively throughout the curriculum. Some goals to work toward are:

I. To know what current events are
   1. Definition
   2. How is news gathered
   3. What makes news important

II. To bring about an awareness of outside communities
   1. How do happenings from afar affect you
   2. How do happenings in your community affect others
   3. Why do you need to know about what is happening in other parts of the world

III. To introduce sources for learning about current events
1. Newspapers
2. Newsletters and trade publications
3. Weekly Readers
4. Magazines
5. Government publications
6. School newspapers
7. Church publications
8. Radio and television
9. Other sources

IV. To make students aware of other people's problems
1. War news
2. Economic news
3. Disaster news
4. Strike news
5. Famine news
6. Oppression news

CITIZENSHIP — UNIT 57

This unit is concerned with acquainting the student with his responsibility concerning the individual. Some points to be covered are:

I. Citizenship in America
1. Definition
2. Historical background
3. How an alien can become a citizen

II. Citizenship in foreign countries
1. Communist countries
2. Compare various countries with the United States

III. A citizen's responsibility
1. To the nation
2. To the state
3. To the local community
4. To himself

IV. Privileges of a citizen
1. Voting
2. Holding offices
3. Basic freedoms guaranteed by the Constitution
4. Others

V. Responsibilities of the government
1. Public health
2. Public safety
3. Public peace
4. Public works
5. Others

PREJUDICE — UNIT 58

There's one thing in common about all prejudices, you have to be taught. "You have to be taught to hate and fear." (from **The Sound of Music**]

I. What is prejudice?
1. Definition
2. Can be "against" or "in favor of"

II. What are minority groups?
   1. Cite some examples
   2. Why are they called minority groups?

III. Different religions
   1. The right to worship
   2. Prejudices in regard to religions

IV. Some friends of prejudice
   1. Stereotype thinking
   2. Biased thinking
   3. Name calling
   4. Smear words
   5. Hate based thinking
   6. Insecurity
   7. Other types of faulty thinking

VOTING — UNIT 59

Voting is a privilege and responsibility of every citizen. All students should be taught the importance of voting.

I. What is a vote?
   1. Definition - what does it represent
   2. Primary and general elections

II. What makes an eligible voter?
   1. Residence requirements
   2. Citizenship qualifications
   3. Rules for registration to vote

III. What are the qualifications for candidates?
   1. President
   2. Vice President
   3. Senators
   4. Representatives
   5. Other officials

IV. Importance of voting
   1. Importance of one vote
   2. Democracy depends on it
   3. Insures good government
   4. Makes you feel responsible

POLITICS — UNIT 60

The word "politics" has many meanings to people. Some think of it in relation to something underhanded or illegal. Others think of it when they are confronted with anything concerning the Federal Government. Actually, politics involves a great deal more than these and if the student can get a better understanding of what it really means and how it functions daily, he can become a better citizen.

I. What is politics?
   1. Definition
   2. Historical background
   3. Where is it used?
   4. How is it used?
   5. How does it affect the government?

II. Kinds of politics
1. Major parties
2. Characteristics of the two major parties
3. Political terms and usage
4. Political conventions

III. Politics and people
1. Use and misuse of position
2. Selection of party and candidates
3. Your voice in politics and how to use it
4. How to improve politics

LAWS AND COURTS — UNIT 61

This is an important subject to be taught secondary students. Teachers need to expose students to a positive attitude toward rules, laws, and courts. Some points to be covered are:

I. Definition of terms
1. Laws
2. Courts
3. Rules
4. Justice
5. Regulations
6. Due process of law
7. Trials - (types)
8. Jury
9. Judge
10. Lawyer
11. Other common terms

II. Who makes laws?
1. Federal
2. State
3. Local
4. Other

III. How are laws enforced?
1. Local police
2. State police
3. Federal Bureau of Investigation
4. National Guard
5. Others

IV. What is the function of courts?
1. Interpret laws
2. Insure justice
3. Try cases
4. Explain how the above three are carried out

V. What would happen without rules?
1. In the home
2. At school
3. At play
4. On the streets
5. In the nation and world around us

WAR — UNIT 62

War is a subject fo fascination to most students. It is important for them to be exposed to the reasons for wars so they can understand why the United States gets involved in them.

I. Why does the United States fight in wars?
   1. Our beliefs about Democracy
   2. Protection of our rights and the rights of others

II. What are the consequences of war?
   1. To the winner
   2. To the loser
   3. To those who do not participate in the war

III. What does war do to a nation's manpower and wealth?
   1. The effect of war on manpower
   2. The change of pace in the economy
   3. The aftermath of war (when fought on nation's soil)

IV. The United Nations and war
   1. Purpose of United Nations
   2. How does it function?
   3. Is it effective (pro and con)

V. The reality of war
   1. Its influence on those directly involved
   2. Its influence on those indirectly involved
   3. The "totalness" of death
   4. The atrocity of war

VI. Selective Service

ATOMIC ATTACK — UNIT 63

Will it ever happen? Would you know what to do? What is so different about an atomic attack?

I. What is a nuclear bomb?
   1. Definition
   2. Difference from a conventional warhead

II. What happens when an "A" or "H" bomb explodes?
   1. Blinding flash
   2. Gamma rays come next - what is their effect?
   3. First second is most deadly - why?
   4. What about the heat wave?
   5. Shock wave

III. Where and how bomb would be dropped
   1. Large cities would be prime targets - why?
   2. Strategic areas
   3. Could be dropped from bombers
   4. Carried in boats
   5. Warheads on missiles

IV. Do you know what to do? - Civilian Defense
   1. What are the warning signals?
   2. Where is a shelter near your home or school?
   3. Importance of learning to follow the rules
   4. Listen for civil defense boradcasts

V. When there is no warning
1. Take the nearest cover or fall on the ground and cover your face and hands
2. Turn away from light instantly
3. After 10 seconds pass, leave the blast area
4. If you are in a fallout shelter, remain there
5. Follow instructions if you are in a shelter

MOBILITY [TRANSPORTATION[— UNIT 64

Transportation is important to the working student. He must know the various routes and carriers to get him to his job and back.

Transportation is also important in the respect of transporting goods. Students need to know the importance and complexity of the transportation network in the nation.

I. Methods of transportation
1. Definition of transportation
2. Historical development

II. Modern transportation
1. All types of "airplanes"
2. Space vehicles
3. Trucks
4. Trains
5. Buses
6. Cars
7. Mono-rails
8. Ships
9. Others

How does transportation serve people?
1. Commercial
2. Pleasure

IV. Local transportation
1. Taxi
2. City bus
3. Car

V. Learning to use transportation facilities
1. Reading bus schedules
2. Identifying bus stops
3. Bus routes
4. How to get a taxi
5. Selecting economical transportation

COMMUNITY RESOURCES — UNIT 65

What is of more value to the student and his family than the knowledge of resources available in the community? This unit is designed to make the student more aware of these resources.

I. What are community resources?
1. Identification
2. Types

II. Uses
1. Personal - social needs

III. How public services are provided
1. City, state, and federal government
2. Private agencies

IV. Community agencies of assistance
1. Police
2. Fire department
3. Welfare agencies
4. Health clinics
5. United Fund agencies
6. Employment agencies
7. Other agencies of assistance

V. How are community services supported?
1. Taxes
2. Bonds
3. Income from services provided
4. Philanthropy
5. Community drives - citizen support

CONSERVATION — UNIT 66

The world has many natural resources. The prevention of waste is conservation and conservation is everybody's business.

I. Conservation of resources
1. Definition
2. Purpose of conservation
3. Results of poor conservation

II. Replacing resources
1. Trees
2. Soil
3. Wildlife
4. Other natural resources

III. Different types of wildlife
1. Birds
2. Small animals
3. Large animals
4. Fish

IV. The forest
1. The forest ranger and his job
2. Causes of forest fires
3. Reforestation

V. Water
1. The water cycle
2. The problems of water pollution (causes)
3. The importance of water conservation

LEISURE TIME — UNIT 67

Many times fear prevents students from engaging in activities they would like to try. Teachers should encourage students to select activities and help them get involved. The following points concerning leisure time should be covered:

I. Leisure time
   1. Definition
   2. Historical background
   3. Advantages
   4. Disadvantages

II. Use of leisure time
   1. Hobbies
   2. Civic activities
   3. Sports
   4. Church activities
   5. Family time
   6. Reading
   7. TV - radio
   8. Public entertainment
   9. Second job
   10. Music, dancing, etc.
   11. Other constructive uses

III. Provisions for leisure time
   1. National and State parks
   2. National and State museums
   3. State fairs
   4. Community projects
   5. School
   6. Churches
   7. Lodges
   8. Theaters
   9. Sports events
   10. Competitive sports

IV. Who should plan leisure time activities?
   1. The individual
   2. The family
   3. The church
   4. The group
   5. The community
   6. The government
   7. The school
   8. Commercial

VOCATIONAL REHABILITATION — UNIT 68

Vocational Rehabilitation and Special Education have correlated their services to provide a complete program for educable mentally handicapped students in secondary schools. The following outline will help teachers familiarize students with The Department of Vocational Rehabilitation:

I. What is D.V.R.?
   1. Location - (main office)
   2. Location - (field office)
   3. Where is the counselor in your area?

II. Purpose of D.V.R.
   1. In connection with handicapped individuals
   2. How it helps people to help themselves

III. Services available
1. Psychological evaluation
2. Counseling and guidance
3. Medical diagnosis
4. Correction (surgery, etc.)
5. Training on the job or in school
6. Helps you get through school
7. Helps you find a job
8. Provides prostheses and physical restoration when needed
9. Maintains complete records for on-going career planning

THE JOB — UNIT 69

(Use **Teacher's Guide for Pre-Vocational Orientation and Cross-Occupational Skill Training,** State of Indiana, 1971)

APPLICATION BLANKS — UNIT 70

One of the most important things for students to know and remember is the correct procedure for filling out an application blank. This is often the first thing the employer sees of a prospective employee. His handwriting, spelling, and ability to fill out the form quickly and completely are all important.

I. What is an application blank?
1. Definition
2. Purpose

II. The parts of the application blank
1. Information about you
2. Information about your family
3. Information about your education and training
4. Information about your job experience
5. Information about who can recommend you (references)

III. Important things to remember
1. Ask for two application blanks
2. Be courteous
3. Know how to spell and write common words required
4. Use a good pen or pencil
5. Be sure to fill in every space
6. Ask someone to help you with difficult parts

WORK RECORD — UNIT 71

Everyone needs to know what makes up a work record and why it is important. All students should be exposed to these points:

I. The contents of the work record
1. Your work performance
2. Your attitude
3. Punctuality
4. Adaptability
5. Appearance
6. Accidents you have had on the job
7. Other appropriate items

II. What influence does your work record have?
1. On your employer
2. On your future employer
3. On industry in general

III. How does it affect you?
1. You and promotions
2. Obtaining future employment
3. Salary increases
4. Your references
5. Helps you to constantly evaluate yourself

REFERENCES — UNIT 72

One of the most important steps in obtaining employment is the listing of references.

I. What is a reference?
1. Definition and examples
2. Difference between references
3. Purpose of a reference

II. When to use a reference
1. Getting dates and making friends
2. Getting a job
3. Examples of references you use every day

III. You are the number one reference for you
1. Your behavior
2. Personality
3. Attitudes
4. Past job experiences
5. Past job performance

IV. Who are good references?
1. School person (teacher - counselor)
2. Past employers
3. Others that know your qualifications

V. Important things in listing references
1. **Get your reference's permission before you use him.**
2. Know your reference
3. List only good ones
4. Include address, phone number, and position

YOU AND YOUR JOB — UNIT 73

The most common reason for job failure is lack of ability to get along with others. Students should be exposed to these points:

I. Are you an individual?
1. Importance of individual differences
2. Are any two people alike?
3. Do we all want to be the same?

II. Are others also individuals?
1. Your neighbor
2. Your employer
3. Your friends

III. What makes people different?
1. Physical characteristics — heredity
2. Past learning
3. Environment

IV. You and the job
1. You as a single member of the work force
2. You as a member of a team
3. Taking criticism as constructive rather than destructive
4. Know your shortcomings
5. Know what your boss expects

ATTITUDE TOWARD WORK — UNIT 74

The attitude of the worker is an important part of any job. It may be the making or breaking point. Attitudes and their importance are discussed in this unit.

I. What is an attitude?
1. Definition

II. Attitude — a gauge
1. Employers likes and dislikes
2. Punctuality and its meaning
3. Doing more than is required
4. Learning extra things connected with your job
5. Your personality in dealing with others

III. Your attitude depends on many things
1. How do you feel about work?
2. How should you feel?
3. Personality and the job
4. Happiness on the job
5. The art of getting along with others
6. Looking at ourselves objectively
7. Home life
8. Dating
9. Marriage
10. Feeling toward authority
11. Other things

WHAT EMPLOYERS WANT — UNIT 75

Students should recognize the importance of doing what their employers expect them. The following points need to be covered so students will know what to look for:

I. Who is an employer?
1. Definition

II. The employer's job
1. Hiring others
2. Looking out for the company's interest first
3. Making the business pay

III. Things the employer looks for in an employee
1. Employee qualifications - experience
2. Employee's social skills and appearance

IV. Substitutes for experience
1. Part-time jobs
2. Hobbies
3. Education
4. Vocational training and skills

V. Your personal qualities and the job
   1. What have you to offer?
   2. Working well with others
   3. Getting along with the boss
   4. Desire to learn
   5. Desire to achieve
   6. Maturity on the job.

TRAINING — UNIT 76

Skills are invaluable in the modern world. They are important for special education students because of the difficulty they have finding jobs.

I. What is training?
   1. Skill preparation
   2. Preparation for a specific job
   3. Preparation for future types of employment

II. Types of training
   1. Formal education
   2. On-the-job experience
   3. Combination of both

III. Value of training
   1. Employment enhancement
   2. Better salary
   3. Job security
   4. More opportunity for promotions

EMPLOYMENT AGENCIES — UNIT 77

Employment is vital to the life of every individual. This unit will make students aware of employment agencies and the services they provide.

I. Purpose
   1. Counseling (job direction)
   2. Testing for skills and ability
   3. Research community labor needs
   4. Locate jobs
   5. Place people on jobs

II. Types of employment agencies
   1. State employment agencies
   2. Private employment agencies
   3. School placement programs

III. Locations
   1. Person to contact
   2. Address and phone number
   3. How many required contacts

IV. Important things to remember
   1. Know about fees and interest rates
   2. Be careful about rider clauses
   3. Find a reputable agency
   4. Check agency reputation with Better Business Bureau and Chamber of Commerce

VOCATIONS — UNIT 78

Today, an individual's work may dictate his social status, financial security, and emotional well being. Thus, selecting a vocation is of paramount importance to the student.

I. Vocation, what is it
   1. Definition

II. What does a vocation mean to you
   1. Job security
   2. Promotion
   3. Higher wages

III. Choosing a vocation
   1. What do you like
   2. What do you do well
   3. What are your abilities
   4. What experiences have you had
   5. What training have you had
   6. How much education do you have

IV. Training for your vocation
   1. What training schools are available
   2. Which is best for you
   3. What are the requirements
   4. Can you receive assistance in getting the training
   5. On the job training

UNIONS — UNIT 79

Workers unorganized are weak. Workers organized are strong. This is why workers join unions.

I. What is the union?
   1. Definition
   2. Purpose

II. Unions and bargaining powers
   1. Individual bargaining
   2. Collective bargaining

III. How do you join the union?
   1. Closed shop
   2. Union shop
   3. Maintenance of membership

IV. Structure of the union
   1. Officers
   2. Union representatives in the company
   3. Local unions
   4. National union (parent union)

V. Company unions
   1. Unions of the company where they have no parent union

VI. Shortcoming of unions
   1. The initiation fee
   2. The dues
   3. No personal choice in case of strike
   4. In time of strike, loss of income

VII. Favorable characteristics
1. You and your fellow workers are united
2. Good pay scale
3. Paid vacation
4. Overtime pay
5. Better job security
6. Seniority

HOW TO LOSE YOUR JOB — UNIT 80

The next one is tougher to get.

I.
1. Moonlighting
2. Absenteeism
3. Alcoholism
4. Garnishment of wages
5. Unproductiveness
6. Lack of personal control
7. Other ways

PHYSICAL EDUCATION

Super Gym

Research findings support the belief that handicapped youth frequently lack physical strength and stamina, that they appear to fatigue more quickly than "normal" teenagers, and that they appear to avoid involvement in competitive sports, or in games wherein they have experienced failure, or suspect that they will fail and will become objects of ridicule.

Many youth in this vocational program will be training for jobs which will require varying degrees of physical strength and endurance. It was felt that traditional physical education curricula could not effectively answer the complete needs of the handicapped population and that a specialized program needed to be provided as a supplement. This specialized program is developed around the use of a device known as a "Super Gym." "Super Gym" consists of a machine resembling a large frame upon which is positioned a series of movable and adjustable pieces that can be arranged in such a manner as to provide exercises which can vary in degrees of exertion. Super Gym allows for 15 or more training stations where the handicapped youth can be engaging in a great array of physical training. Unique features of Super Gym are seen in its safety features, its attractiveness to the youth, and in the fact that it occupies a space of not more than 190 square feet. In addition to Super Gym constituting a superior evaluation device, it can also be stated that instruction and observation of students is accomplished effectively because of the device's compact size.

The reader is reminded that Super Gym does not replace the traditional program for these handicapped students, but serves only to enhance it. This machine, now being used in some schools for occupational work adjustment in its physical aspect, could well be used for research, study, and evaluation in a program as described below under the title of "Remedial Motor Program for OWA Students."

Occupational Work Adjustment

(Remedial Motor Program for OWA Students)

As has been indicated above, lack of ability in motor skills is noticable in a great many students in occupational programs. Simple coordination in many areas is difficult. A research study by Miss Sandra Scott of Bowling Green State University Department of Physical Education has been developed, and the thesis is on file at Ohio State University.

Information on Miss Scott's research and study in this area follows and should prove beneficial as a guide for those interested in physical and motor development for the handicapped in relation to OWA.

Thirteen factors were selected to make up the test battery. Six of the factors were components of psychomotor abilities, while the remaining seven factors were components of physical proficiency. Miss Scott says she hopes the data collected will:

1. determine the specific motor deficiencies of students enrolled in the O.W.A. program (if there are indeed deficiencies as we suspect)
2. provide descriptive information in regards to the O.W.A. students' level of physical maturity (physical readiness)
3. provide descriptive as well as diagnostic information to be used in developing an effective remedial motor program which will fit the needs of the O.W.A. student.

A list of the thirteen factors tested were:

Psychomotor Abillty Components

1. Control Precision. Tasks which require fine, highly controlled, but not overcontrolled muscular adjustments, primarily where large muscle groups are involved.

2. Reaction Time. Speed with which the individual is able to respond to a stimulus when it appears.

3. Speed of Arm Movement. The speed with which an individual can make a gross, discrete arm movement where accuracy is not the requirement.

4. Manual Dexterity. Ability involves skillful, well directed armhand movements in manipulating fairly large objects under speed conditions.

5. Finger Dexterity. Ability to make skillful, controlled manipulations of tiny objects.

6. Arm-Hand Steadiness. Ability to make precise arm-hand positioning movements where strength and speed are minimized.

Physical Proficiency Components

1. Extent Flexibility. Ability to flex or stretch the trunk and back muscles as far as possible in either a forward, lateral or backward direction.

2. Dynamic Flexibility. Ability to make repeated, rapid, flexing movements in which the resiliency of the muscles in recovery from strain or distortion is critical.

3. Explosive Strength. Ability to expend a maximum of energy in one or a series of explosive acts.

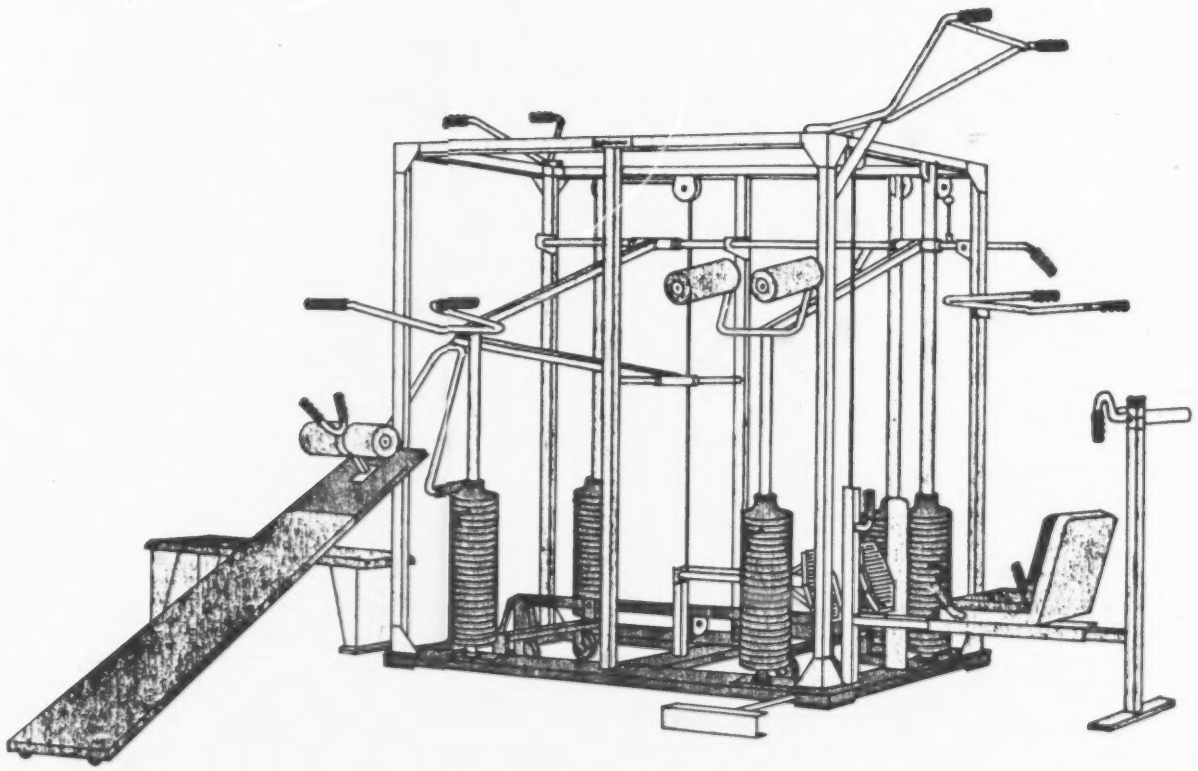
4. Static Strength. The maximum force which a subject can exert, even for a brief period, where the force is exerted continuously up to this maximum.

5. Dynamic Strength. The ability to exert muscular force repeatedly or continuously over a period of time.

6. Gross Body Coordination. The ability of an individual to maintain his equilibrium, despite forces pulling him off balance where he has to depend mainly on non-visual cues.

7. Stamina. The capacity to continue maximum effort, requiring prolonged exertion over time.

SUPER GYM



SUPER GYM PHYSICAL CONDITIONING MACHINE PROGRESS SHEET

INDIVIDUAL STUDENTS TRAINING RECORD

School _____ Class _____ Coach _____

Students Name _____ Age ____ Weight ____ Height _____

STATION MONTH _____

| | | |

SUPER GYM PHYSICAL CONDITIONING MACHINE PROGRESS SHEET [Con't]

Students Name

STATION MONTH

NECK DEVELOPER	Rep																
	Set																
	Res																
HAND GRIPPER DEVELOPER	Rep																
	Set																
	Res																

Note: Explanation of terms on above chart.

Rep - Number of times one exercise is repeated at one time to comprise one set.

Set - The number of times a set (one group) of exercises is completed.

Wt. - Weight involved in one exercise.

BUILDING AND GROUND MAINTENANCE SERVICE

Purpose

Training in the Building and Ground Maintenance Service Program for students at Brooke High School is designed to give the student salable skills in either Building Maintenance Service, Ground Maintenance Service, or both. It will also provide job entry skills in other related work areas and some types of factory production.

General Objectives

1. To properly clean and maintain buildings.
2. To properly clean and maintain grounds.
3. To learn work skills that may apply to other related job areas.

Measurable Objectives in Terms of Student Behavior

Buildings:

1. Identify and use proper tools and cleaning agents for maintaining floors, walls, and ceilings of buildings.
2. Identify and properly use materials for maintaining buildings, furniture, appliances, and chalkboards.
3. Properly collect and dispose of trash, sweepings, and other litter from buildings.
4. Know the common safety rules and precautions concerning fires, gases, electricity, water hazards.
5. Assist in maintaining buildings for a period of 9 months.
6. Perform basic building maintenance procedures under supervision.
7. Make simple repairs in masonry, electricity, carpentry, plumbing, painting, and maintenance equipment.
8. Learn to read labels and written instructions for the use of equipment and materials.
9. Take an inventory of supplies on hand and requisition supplies.
10. Prepare and follow a work schedule by day, by week, by month, by season.
11. Identify and use proper tools and supplies for servicing lighting equipment.
12. Identify and use proper tools and supplies for servicing toilet facilities and dressing rooms.
13. Identify and use proper equipment in gymnasium and auditorium areas.
14. Identify and properly operate temperature control devices.
15. To identify and properly use equipment and materials used in cleaning and repairing common types of roofs and gutters during summer and winter.
16. Identify and properly use safety and first aid equipment.

Grounds:

1. Operate the rotary, reel, and hand types of lawnmowers safely.
2. Identify, use, and maintain hand tools, hoes, sickles, shovels, trimmers (hand and mechanical), edgers (hand and mechanical).
3. Identify different watering devices and their proper uses.
4. Identify, handle and dispose of the common poisonous plants found in Brooke County.
5. Identify and specify uses of various available fertilizers.
6. Identify and describe various uses and dangers of pesticides.
7. Identify and properly use different sprayers.
8. Identify common weeds and utilize mechanical control measures.
9. Transplant, prune, trim and maintain ornamental plants.
10. Properly collect and dispose of trimmings, leaves and other litter.

11. Identify and properly use safety equipment.
12. Investigate job possibilities in the community by field trips to factories, parks, utility facilities, and golf courses.
13. Identify and use properly snow and ice removal equipment and materials.
14. Identify and properly use equipment and materials for repair of walks, driveways, parking lots.
15. Identify and properly use materials for rodent and pest control.

Building and Ground Maintenance Service

4 Year (ungraded) Curriculum Guide by Units
and Student Training Record

Unit No.	Title Occupational Instructional Unit	Introduced To	Able to Perform	Proficient In	
1 Hrs. 10	Introduction to Occupational Skills Program Building and Grounds				____ 1. Purpose of Program ____ 2. Developing a Job Philosophy, Pride ____ 3. Advantages and Disadvantages ____ 4. Basic Wages, Hours ____ 5. Description of Cluster ____ 6. The Work Experience (O.J.T.) ____ 7. Basic Requirements ____ 8. Skills to be Learned ____ 9. Related Occupation-Factory Prod. ____ 10. Shop Vocabulary
2 Hrs. 20	General Shop Safety				____ 1. Survival Vocabulary (SE) ____ 2. Fire Ext. (ABC) ____ 3. Sprinkler Systems (Fires) ____ 4. Fire Codes and Inspections ____ 5. Fire Alarms, Fire Hose & Use ____ 6. Fumes, Gas - Respiratory ____ 7. Washing up; Cleaners ____ 8. Clothing, Masks ____ 9. Explosions; Electrical Shock ____ 10. Burns, Cuts - First Aid
3 Hrs. 40	Use and Care of Basic Hand Tools				____ 1. Safety ____ 2. Work Bench and Vise ____ 3. Hand Tool Care ____ 4. Hand Tool Use ____ 5. Maintenance Tools ____ 6. Hand Tool Storage ____ 7. Sharpening Tools ____ 8. ____ 9. ____ 10.

Unit No.	Title Occupational Instructional Unit	Introduced To	Able to Perform	Proficient In	
4 Hrs. 30	Basic Power Mechanics				____ 1. Safety ____ 2. Lawnmower Motor - Parts Service ____ 3. Fans and Parts - Service ____ 4. Floor Machine Motors ____ 5. Other small Gas Motors - 2 cycle; 4 cycle ____ 6. Warranty ____ 7. Power Outlets 220-110 ____ 8. ____ 9. ____ 10.
5 Hrs. 20	Basic Cold Metal Work				____ 1. Safety ____ 2. Hand Tools ____ 3. Bench Work-Small Power Tools ____ 4. Drill Press ____ 5. Lathe ____ 6. Milling ____ 7. Bend, Form, Cut, Etc. ____ 8. ____ 9. ____ 10.
6 Hrs. 20	Basic Hot Metal Work				____ 1. Safety ____ 2. Arc Welding ____ 3. Acetylene Welding ____ 4. Acetylene Cutting ____ 5. Berzamatic ____ 6. Soldering ____ 7. ____ 8. ____ 9. ____ 10.
7 Hrs. 20	Basic Sheet Metal Fabrication				____ 1. Safety ____ 2. Tools and Equipment ____ 3. Materials ____ 4. Layout - Measuring ____ 5. Sheet Metal Machine ____ 6. Squaring Shears ____ 7. Brake ____ 8. Shot Welder ____ 9. ____ 10.

Unit No.	Title Occupational Instructional Unit	Introduced To	Able to Perform	Proficient In	
8 Hrs. 30	Use and Care of Basic Power Tools				____ 1. Orientation - Safety ____ 2. Demonstrate and Practice ____ 3. Storage and Servicing ____ 4. Drills, Small Electric Motors, Sander ____ 5. Grinders ____ 6. Press ____ 7. Saws (Power) ____ 8. Scrubbers ____ 9. Vacuums ____ 10. Buffer - Waxer
9 Hrs. 30	Basic Carpentry				____ 1. Safety ____ 2. Hand Tools ____ 3. Nails, Screws, Bolts, Nuts, etc. ____ 4. Finding Studs and Joists ____ 5. Steel Rule; 6' rule ____ 6. Planes, Sanders ____ 7. Plywood, Lumber, Hardboard ____ 8. Power Tools ____ 9. Frame Square ____ 10. Lumber Storage
10 Hrs. 40	Basic Plumbing				____ 1. Safety ____ 2. Piping - Kinds and Use ____ 3. Soldering Copper Pipe ____ 4. Spigots - Hot, Cold, Washers ____ 5. Sewers; Traps, Snakes ____ 6. Threading Pipe ____ 7. Chemicals; Use of ____ 8. Operation of Washer, Dryer ____ 9. ____ 10.
11 Hrs. 30	Basic Masonry				____ 1. Safety ____ 2. Concrete ____ 3. Cement ____ 4. Plaster ____ 5. Bricks ____ 6. Blocks - Concrete, Slag, Cinders ____ 7. Floats, Trowels, Edgers ____ 8. Perfataping and Finishing Drywall ____ 9. ____ 10.

Unit No.	Title Occupational Instructional Unit	Introduced To	Able to Perform	Proficient In	
12 Hrs. 30	Basic Painting				____ 1. Safety ____ 2. Brush - Roller ____ 3. Spray Painting ____ 4. Thinning and Mixing ____ 5. Paint Removal ____ 6. Ladders - Step, etc. ____ 7. Drop Cloths - Scaffolds ____ 8. Priming - Various Surfaces ____ 9. Caulking Gun; Stapler ____ 10. Fillers; shellac, Enamel
13 Hrs. 30	Basic Electricity				____ 1. Safety ____ 2. Soldering Connections ____ 3. 110 - 220 ____ 4. AC - DC ____ 5. Voltometer; Multimeter ____ 6. Fuses and Circuit Breakers ____ 7. Splicing Wire; Mock-ups ____ 8. Care of Flourescent Lights ____ 9. Testing - Loads; Load Centers ____ 10. Grounding
14 Hrs. 10	Field Trips (Job Exposure)				____ 1. Plastics ____ 2. Paper Bags ____ 3. Mfg. Paper ____ 4. Glassware (Lamp and Novelty) ____ 5. Metal Fabricating ____ 6. Building Maintenance ____ 7. Parks, Golf Course, etc. ____ 8. Construction ____ 9. Food Service ____ 10. Dry Cleaning
Total	**Hrs. 360**				
Phase	II - III - IV				
15 Hrs. 250	Floors				____ 1. Waxing and Stripping ____ 2. Carnauba - Polymer ____ 3. Dust Mop, Wet Mop ____ 4. Sealers ____ 5. Buffing, Scrubbing ____ 6. Resilient; Wood, Cork, Tile, Vinyl ____ 7. Carpets - Rugs - Mats (Spots) ____ 8. Shampoo - Vacuum ____ 9. Cement; Terraza ____ 10. Stairways; Entryways - Linoleum

Unit No.	Title Occupational Instructional Unit	Introduced To	Able to Perform	Proficient In	
16 Hrs. 100	Rest Rooms Drinking Fountains Service Sinks				____ 1. Safety - Hygiene ____ 2. Cleaning and Disinfecting ____ 3. Tub, Shower, Lavatory, Commode ____ 4. Bright Work; Mirrors ____ 5. Drinking Fountains ____ 6. Removing Stain, Corrosion, etc. ____ 7. Dispensers - Odor Control ____ 8. Waste Disposal; Sanitary Lode ____ 9. Service Sink ____ 10. Using Plungers
17 Hrs. 50	Glass				____ 1. Safety - Gloves, Wind, etc. ____ 2. Window Repair - Wood ____ 3. Window Repair - Metal ____ 4. Cleaning - Water, Ammonia, Vinegar ____ 5. Doors and Windows (Storm) ____ 6. Cleaning Materials ____ 7. Painting and Paint Removal ____ 8. Window Cleaning - Large Bldg. ____ 9. Glazing Compound ____ 10.
18 Hrs. 60	Lighting				____ 1. Safety ____ 2. Fuse Boxes and Fuses ____ 3. Switches ____ 4. Bulbs and Flourescent Lamps ____ 5. Cleaning Fixtures ____ 6. Ballast; starters ____ 7. Identification of Supplies ____ 8. Power Failure ____ 9. Removing Broken Bulbs ____ 10. Splicing Wire
19 Hrs. 60	Furniture Repair and Care				____ 1. Reporting Damage ____ 2. Metal Repair ____ 3. Wood Repair ____ 4. Refinishing; Sanding, Painting ____ 5. Use of Clamps ____ 6. Painting, Glue, Wood Putty ____ 7. Pencil Sharpeners ____ 8. Waste Baskets ____ 9. Polish; Wax Remover ____ 10. Formica; Veneer

Unit No.	Title Occupational Instructional Unit	Introduced To	Able to Perform	Proficient In	
20 Hrs. 100	Cleaning Ceilings Walls Chalkboards Erasers				____ 1. Walls ____ 2. Ceilings ____ 3. Chalkboard and Erasers ____ 4. Furniture ____ 5. Acoustical Tile ____ 6. Removal of Offensive Matter ____ 7. Moving of Furniture ____ 8. Venetian Blinds - Regular Blinds ____ 9. Aluminum and other metals ____ 10.
21 Hrs. 30	Gymnasium Dressing Rooms				____ 1. Floor Care ____ 2. Lights; Ladder; Safety ____ 3. Bleachers ____ 4. Bankboards, Nets, etc. ____ 5. Showers, Toilets ____ 6. Lost Articles ____ 7. Repairs ____ 8. Security ____ 9. Relations with Athletic Dept. and Phy. Ed. Department ____ 10.
22 Hrs. 30	Roofs				____ 1. Safety - Ladders, Electric Wires ____ 2. Composition Roof - Patching ____ 3. Shingles - Asphalt, Slate, Tile ____ 4. Built-up Roof ____ 5. Gutters - Cleaning; Screening ____ 6. Tile Cement ____ 7. Television Antenna ____ 8. Locating Leaks ____ 9. ____ 10.
23 Hrs. 20	Temperature Control				____ 1. Thermostats ____ 2. Thermometer ____ 3. Lubrication of Motors ____ 4. Fans - Lubrication ____ 5. Filters - Clean and Replace ____ 6. Gas Leaks ____ 7. Air Vents ____ 8. Safety Devices ____ 9. Fuses ____ 10. Electric, Hot Water, Gas, Coal, etc.

Unit No.	Title Occupational Instructional Unit	Introduced To	Able to Perform	Proficient In	
24 Hrs. 20	Rodent and Pest Control In-Door Out-door				—— 1. Mice, Rats, Squirrels, etc. —— 2. Termites —— 3. Cockroaches —— 4. Flies —— 5. Bees, Wasps, Hornets, Yellow Jackets, etc. —— 6. Birds; dogs, moles —— 7. Grubs, Locust, Tent Caterpillar —— 8. Fogging and Spraying —— 9. Commercial Products —— 10. Insecticides - Poisons
25 Hrs. 150	Cleaning Equipment, Operation Of				—— 1. Vacuum - Wet, Dry (Floors) —— 2. Carpet Shampooer —— 3. Scrubbing, Polishing Machine —— 4. Vacuum - Carpet —— 5. Mopping Equipment —— 6. Squeegees - Floor —— 7. Squeeze Buckets —— 8. Mop Heads and Handles —— 9. Push Brooms and Dust Mops —— 10.
26 Hrs. 140	Cleaning Materials and Supplies Identification and Use Of				—— 1. Soaps —— 2. Disinfectants —— 3. Detergents —— 4. Cleansers —— 5. Mops - Cleaning —— 6. Shampoo —— 7. Furniture Polish —— 8. Muratic Acid Cleaner or Synthetic —— 9. Sponges - Chamois —— 10. Toilet Supplies
27 Hrs. 20	Maintaining Supplies				—— 1. Labels —— 2. Storage - Orderly —— 3. Requisitions —— 4. Maintaining Supplies —— 5. Taking Inventory —— 6. Charts, Posters, Displays —— 7. Bulletin Boards —— 8. Salesmen, Visitors, others —— 9. Records —— 10.

Unit No.	Title Occupational Instructional Unit	Introduced To	Able to Perform	Proficient In	
28 Hrs. 20	Transportation of Materials				____ 1. Safety ____ 2. Loading and Unloading (Trucks) ____ 3. Hand Truck and Dolly ____ 4. Fork Lift ____ 5. Wheelbarrow ____ 6. Elevator (on Field Trip or Special Visit) ____ 7. Checking and Signing Slips ____ 8. ____ 9. ____ 10.
29 Hrs. 200	Lawn and Gardening Equipment - Identification and Use				____ 1. Hoe, Rake, Shovels, etc. ____ 2. Post Hole Digger ____ 3. Mattock, Pick, Bar, etc. ____ 4. Leaf Pick Up Machine ____ 5. Use of Water; Sprinklers ____ 6. Litter Vac ____ 7. Mowers - Reel, Rotary, Manual ____ 8. Hedge Trimmer; Edgers ____ 9. Seeder - Ground Prep. ____ 10.
30 Hrs. 30	Fertilizers Weed Killers and Miscellaneous Supplies				____ 1. Safety ____ 2. Mixing and Dispensing ____ 3. Using Spray Tank ____ 4. Crab Grass and Weeds ____ 5. Poisonous Plants ____ 6. Stumps ____ 7. Sod Replacement ____ 8. ____ 9. ____ 10.
31 Hrs. 80	Lawns, Athletic Areas, Playgrounds - Care Of				____ 1. Planting Trees, Shrubs, Vines ____ 2. Planting Grass ____ 3. Mowing ____ 4. Insect Control (Lawns) ____ 5. Gardening Techniques ____ 6. Litter Vac - Using ____ 7. Using Wheelbarrow ____ 8. Repair Playground Equipment ____ 9. Marking off Play Areas ____ 10. Water Sprayers

Unit No.	Title Occupational Instructional Unit	Introduced To	Able to Perform	Proficient In	
32 Hrs. 30	Trees, Shrubs Hedges, Leaves				___ 1. Pruning and Trimming ___ 2. Disposal of Cuttings ___ 3. Tree Repair ___ 4. Sprays for Insects, Fungii, etc. ___ 5. Tent Caterpillars, Locusts, Boring, etc. ___ 6. Tanglefoot, Use of ___ 7. Safety ___ 8. Leaf Disposal (Tarps) ___ 9. Fertilizing ___ 10.
33 Hrs. 20	Repair Of Walks, Drive-ways, Parking Lots				___ 1. Macaddam ___ 2. Concrete and Brick ___ 3. Asphalt ___ 4. Sealing Cracks ___ 5. Cleaning ___ 6. Filling and Repairing Chuck Holes ___ 7. Epoxy - Use of ___ 8. ___ 9. ___ 10.
34 Hrs. 60	Snow and Ice Removal				___ 1. Safety ___ 2. Snow Shovel ___ 3. Tractor or Machine ___ 4. Melting Devices ___ 5. Chemicals, - Salt, Calcium ___ 6. Icicles, Gutters, Roofs ___ 7. Areas of Responsibility ___ 8. ___ 9. ___ 10.
35 Hrs. 150	Miscellaneous In-Door Out-Door				___ 1. Bomb or Other Threat ___ 2. Breaking and Entering ___ 3. Vandalism - Property Damage ___ 4. Removal of Offensive Matter and Writings ___ 5. Security - Locks; Rules ___ 6. Snakes - To Clear Water Lines ___ 7. Small Repairs - Doors, Windows ___ 8. Lubrication - Doors, Windows ___ 9. Storm Windows and Doors - Care and Storage ___ 10. Digging and Filling Ditches

Unit No.	Title Occupational Instructional Unit	Introduced To	Able to Perform	Proficient In	
36 **Hrs.** 540	Phase II O.J.T. and J.T.O. In School				____ 1. Halls, Classrooms ____ 2. Wood Shop ____ 3. Metal Shop ____ 4. Auto Shop ____ 5. Toilets and Fountains ____ 6. Laboratories ____ 7. Gymnasium - P.E. Areas ____ 8. Food Areas ____ 9. Office Areas ____ 10. Grounds and Play Areas
37 **Hrs.** 540	Phase III O.J.T. In School Outside				____ 1. Building Maintenance ____ 2. Grounds Care ____ 3. Food Service ____ 4. Factory Production ____ 5. Other ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.
38 **Hrs.** 540-720	Phase IV In School Outside School Cooperative				____ 1. Building Maintenance ____ 2. Grounds Care ____ 3. Food Service ____ 4. Factory Production ____ 5. Other
39	Follow Up and Evaluation After Job Placement				____ 1. 30 Days ____ 2. 3 Months ____ 3. 6 Months ____ 4. 12 Months ____ 5. 24 Months ____ 6. 36 Months ____ 7. 48 Months ____ 8. 60 Months ____ 9. Individual Evaluation a. Unsatisfactory _____ b. Satisfactory _____

Unit No.	Title Occupational Instructional Unit	Introduced To	Able to Perform	Proficient In	
40	Entered On Permanent Record Certified by Instructor				____ 1. Basic Ed. ____ 2. Other Courses ____ 3. Vocational Cluster Phase I ____ 4. J.T.O. - O.J.T. Phase II ____ 5. O.J.T. Phase III ____ 6. Phase IV - Cooperative ____ 7. Job Placement ____ 8. ____ 9. ____ 10.

FOOD SERVICE

Purpose

Training in Food Service for students at Brooke High School is designed to give the student salable skills in Food Service. It will also provide job entry skills in other related work areas and some types of factory production.

General Objectives

1. To properly assist in activities involving the preparation and serving of food.
2. To use sanitary practices when handling food.
3. To practice safety rules when handling food.
4. To maintain satisfactory personal appearance.
5. To learn work skills that may apply to other related job areas.

Measurable objectives in terms of student behavior

1. To identify and properly use safety and first aid equipment and supplies.
2. To work pleasantly and cooperatively with other Food Service personnel.
3. To practice good grooming and use and wear uniform properly.
4. To practice proper hygiene and comply with legal regulations concerning Food Service.
5. To set a table properly.
6. To identify dishes, flatware, and glassware.
7. To remove dishes from table, stack in tote boxes or bus pans, and deliver to proper areas for washing.
8. To clean, wipe and re-set tables and re-service salt, pepper, sugar and condiment containers.
9. Prepare coffee, tea, and hot chocolate in different types of urns.
10. Clean, chop, and slice fresh vegetables and fruits.
11. Hand wash dishes and other containers properly.
12. Machine wash dishes properly.
13. To identify and properly use equipment and supplies for cleaning floors, walls, windows and furniture in food service areas.
14. To identify and aid in preparing various foods in the kitchen.
15. To properly dispose of left-overs, waste, garbage and litter.
16. To properly clean large and small equipment.
17. To properly launder, fold, and store table linen, towels, and other similar materials.
18. To make change and operate a cash register.

Food Services

4 Year (ungraded) Curriculum Guide by Units
and Student Training Record

Unit No.	Title Occupational Instructional Unit	Introduced To	Able to Perform	Proficient In	
1 **Hrs.** 30	Cluster Orientation Purpose Safety Rules				____ 1. Introduction and Psychology of Food Service ____ 2. Feeding a "crowd" ____ 3. Safety in the Quantity Kitchen and Serving Area ____ 4. Your part in making eating a pleasant experience ____ 5. First Aid-Cuts, Burns, Chemical Reaction, etc. ____ 6. ____ 7. ____ 8.
2 **Hrs.** 30	Clothings				____ 1. Laundering ____ 2. Ironing ____ 3. Simple Repair ____ 4. Stain Removal ____ 5. Appropriate uniforms (fabric, style, cost) ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.
3 **Hrs.** 100	Basic Foods				____ 1. Care of Tableware ____ 2. Sanitation of Utensils & Surfaces ____ 3. Food Storage (Refrigeration, Freezer, Staples) ____ 4. Baked Goods ____ 5. Range - Grill Cookery ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.

Unit No.	Title Occupational Instructional Unit	Introduced To	Able to Perform	Proficient In	
4 Hrs. 40	Home Management				____ 1. Basic Budgeting ____ 2. Shopping for Food; Buying Carefully ____ 3. Shopping for Clothing & Furnishings ____ 4. Choosing a place to live (House, Apartment, Mobile Home) ____ 5. Maintenance of a residence ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.
5 Hrs. 20	Home Decorating				____ 1. Floor Care ____ 2. Wall Care; Use of Color ____ 3. Window & Door Care, Window Treatment ____ 4. Pictures, Shelves, Mantles, Fireplace ____ 5. Accessories; Choice and Care ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.
6 Hrs. 30	Child Care				____ 1. Child Care ____ 2. Baby Sitter (2 - 10 year olds) ____ 3. k-2 Elementary School Teacher's Helper ____ 4. Feeding Children When You Baby-Sit ____ 5. Handling Emergencies ____ 6. Visitors - Dates ____ 7. Phone; Messages ____ 8. ____ 9. ____ 10.
7 Hrs. 30	Nursing Home (Aide Type)				____ 1. Making Beds ____ 2. Serving Meals ____ 3. Cleaning Areas ____ 4. Waste Disposal ____ 5. Conduct and Personal Relations ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.

Unit No.	Title Occupational Instructional Unit	Introduced To	Able to Perform	Proficient In	
8 **Hrs.** 40	Home Furnishings and Equipment				____ 1. Furniture Care ____ 2. Appliance Care (large) ____ 3. Use and Care of Small Appliances ____ 4. Carpets & Rugs (Care, Cleaning) ____ 5. Cleaning Tile Walls, Floors, and bath fixtures ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.
9 **Hrs.** 20	Recreational Crafts and Skills				____ 1. The "Know-How" of Buying ____ 2. Consumers & Credit in our Society ____ 3. Credit - When, Where, and How ____ 4. Taxes; Federal, State, Local ____ 5. Insurance - Life, Health, Property ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.
10 **Hrs.** 20	Consumer Education				____ 1. Introduction to the Quantity Kitchen ____ 2. Safety in the Quantity Kitchen ____ 3. Sanitation Laws & Requirements ____ 4. Conservation of Energy and Time ____ 5. The Art of Working Together as a Team ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.
Total	**Hrs. 360**				
Phase II, III, IV 11 **Hrs.** 40	Food Service Orientation Purpose Safety				____ 1. Knitting ____ 2. Macrame ____ 3. Crocheting ____ 4. Embroidery or Needlepoint ____ 5. Decorative Items for the Home ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.

Unit No.	Title Occupational Instructional Unit	Introduced To	Able to Perform	Proficient In	
12 Hrs. 120	Dishwashing				____ 1. Care & Use of Dishwashing Machine ____ 2. Pot Washing ____ 3. Dish Racks ____ 4. Bus Pans ____ 5. Safety Rules ____ 6. Cleanliness ____ 7. Disease Germs ____ 8. Personal Appearance ____ 9. Hand Washing Dishes ____ 10. Sanitation Laws
13 Hrs. 100	Cleaning Small Equipment				____ 1. Methods of Cleaning Small Equipment ____ 2. Cleaning Tools ____ 3. Cleaning Materials and Solutions ____ 4. Sanitation Measures ____ 5. Storage of Small Equipment ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.
14 Hrs. 100	Cleaning Large Equipment				____ 1. Mixing Machines ____ 2. Ovens and Ranges ____ 3. Steam Tables ____ 4. Refrigerators ____ 5. Coolers ____ 6. Deep Fat Fryers ____ 7. Steam Kettles ____ 8. Stock Pots ____ 9. Baking Pans ____ 10. Sinks and Dishwasher
15 Hrs. 100	Cleaning Floors				____ 1. Types of Floors and Floor Coverings ____ 2. Cleaning Equipment & Materials ____ 3. Cleaning Wood Floors and Waxing ____ 4. Cleaning Tile and Vinyl Floors ____ 5. Cleaning Carpets ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.

Unit No.	Title Occupational Instructional Unit	Introduced To	Able to Perform	Proficient In	
16 Hrs. 100	Cleaning Walls Sinks Bright Work				____ 1. Types of Wall Surfaces ____ 2. Cleaning Materials and Solutions ____ 3. Cleaning Painted Walls ____ 4. Cleaning Tile and Brick Walls ____ 5. Cleaning Vinyl and Papered Walls ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.
17 Hrs. 80	Cleaning Dining Areas				____ 1. Cleaning Serving Equipment ____ 2. Cleaning Tables, Chairs, & Counters ____ 3. Cleaning Trays, Condiment Containers, and Napkin Dispensers ____ 4. Cleaning Floor Surface Hygenically ____ 5. ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.
18 Hrs. 60	Garbage Disposal				____ 1. Mechanics of Disposal ____ 2. Operation of Disposal - Capacities ____ 3. Safety in Use of Disposal ____ 4. Cleaning Disposal ____ 5. ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.
19 Hrs. 80	Personal Hygiene				____ 1. See No. 23 for State Laws ____ 2. Cleanliness (Personal) ____ 3. General Appearance ____ 4. Good Health Maintenance ____ 5. ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.

Unit No.	Title Occupational Instructional Unit	Introduced To	Able to Perform	Proficient In	
20 Hrs. 80	Preparation of Fruits and Vegetables				____ 1. Washing Techniques ____ 2. Paring and Peeling; Removal of Pits and Cores ____ 3. Holding Quality of Vegetables and Fruits ____ 4. Conservation of Vitamin and Mineral Content ____ 5. Proper Refrigeration ____ 6. ____ 7. ____ 8. ____ 9.
21 Hrs. 60	Salad Preparation				____ 1. Characteristics of a Good Salad ____ 2. Salad Combinations ____ 3. Holding Quality of Salads ____ 4. Refrigeration of Salads ____ 5. ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.
22 Hrs. 40	W. Va. Food Service Sanitation Regulations				____ 1. Personnel ____ 2. Food Equipment and Utensils ____ 3. Sanitary Facilities and Controls ____ 4. Other Facilities and Operations ____ 5. ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.
23 Hrs. 50	W. Va. School Lunch **Handbook**				____ 1. Personal Hygiene ____ 2. Safety Rules and Practices ____ 3. Rodent and Insect Control ____ 4. Care of Equipment ____ 5. Sanitary Food Handling ____ 6. Proper Dishwashing Methods ____ 7. Frozen Food Storage ____ 8. Refrigeration ____ 9. Food Storage ____ 10.

Unit No.	Title Occupational Instructional Unit	Introduced To	Able to Perform	Proficient In	
24 Hrs. 50	Work Simplification				____ 1. Body Mechanics (Push, Pull, Lift, etc.) ____ 2. Short Cuts in Housekeeping for Food Service ____ 3. Organization of Work Procedures ____ 4. Conservation of Time and Energy ____ 5. ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.
25 Hrs. 50	Cleaning Agents				____ 1. Self Protection ____ 2. Harmful Chemical Reaction ____ 3. Gloves ____ 4. Kinds and Uses ____ 5. ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.
26 Hrs. 80	Personal Appearance				____ 1. Good Grooming ____ 2. Dental - Check Teeth ____ 3. "CharmSchool" Speaker ____ 4. Body Deodorants ____ 5. "Overall Appearance" (Total Image) ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.
27 Hrs. 60	Disease Germs				____ 1. Use Agar Test on glasses, dishes, fingernail dirt, face, food, utensils and insects ____ 2. Harmful and Helpful Bacteria ____ 3. Garbage Disposal ____ 4. Communicable Diseases Which may be Transmitted Through Food ____ 5. ____ 6. ____ 7. ____ 8. ____ 9.

Unit No.	Title Occupational Instructional Unit	Introduced To	Able to Perform	Proficient In	
28 Hrs. 80	Table Needs				____ 1. Setting ____ 2. Cleaning ____ 3. Artistic Arrangement for "eye appeal" ____ 4. ____ 5. ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.
29 Hrs. 120	Bus Boy and Bus Girls				____ 1. Uniform ____ 2. Following Explicit Directions ____ 3. Tips ____ 4. Conduct - Personal Relations ____ 5. Equipment Handling ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.
30 Hrs. 150	Kitchen Aide				____ 1. Cleanliness ____ 2. Safety Rules ____ 3. Disease Germs ____ 4. Personal Appearance ____ 5. Preparing Vegetables and Fruits ____ 6. Serving ____ 7. Brewing Coffee, Tea, Chocolate, etc. ____ 8. ____ 9. ____ 10.
31 Hrs. 540	Phase II O.J.T. and J.T.O. In School				____ 1. Preparing Food ____ 2. Serving Food ____ 3. Cleaning Food Service Areas ____ 4. Cleaning Equipment ____ 5. Dishwashing ____ 6. Garbage Disposal ____ 7. Personal Hygiene ____ 8. Safety ____ 9. ____ 10.

Unit No.	Title Occupational Instructional Unit	Introduced To	Able to Perform	Proficient In	
32 **Hrs.** 540	Phase III O.J.T. In School Outside School				____ 1. Food Service (in school) ____ 2. Food Service (outside) ____ 3. Building Maintenance ____ 4. Home Making ____ 5. Factory Production ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.
33 **Hrs.** 540- 720	Phase IV In School Outside School Cooperative				____ 1. Food Service (Cooperative) ____ 2. Building Maintenance ____ 3. Home Making ____ 4. Factory Production ____ 5. ____ 6. ____ 7. ____ 8. ____ 9. ____ 10.
34	Follow Up and Evaluation after Job Placement				____ 1. 30 days ____ 2. 3 months ____ 3. 6 months ____ 4. 12 months ____ 5. 24 months ____ 6. 36 months ____ 7. 48 months ____ 8. 60 months ____ 9. Individual Evaluation Unsatisfactory Satisfactory
35	Entered On Permanent Record Certified by Instructor				____ 1. Basic Education ____ 2. Other Courses ____ 3. Vocational Cluster Phase I ____ 4. J.T.O. - O.J.T. Phase II ____ 5. O.J.T. - Phase III ____ 6. Phase IV - Cooperative ____ 7. Job Placement ____ 8. ____ 9. ____ 10.

The Minimal Competencies*

An important dimension of the Special Education-Vocational Education secondary curriculum consists of over 400 vocational-academic competencies which will hopefully be possessed by students who participate in the program. This list is divided into 18 areas and are set forth in a spiral or sequential order. For example, one of the 18 areas is reading. There are 10 competencies to be evaluated and achieved in that area ranging from .... "Can recognize letters of the alphabet" to ..... "Is able to read newspapers or periodicals for information."

These 400 plus competencies comprise a vehicle by which a student and his teacher can determine the degree to which he has acquired a range of skills relating to his functioning in society and in the world of work. Although it would be uncommon for a handicapped student to master every competency, that student can work to his capacity, become goal oriented and acquire the habit and attitude of self evaluation which is so very important for worker citizens to possess. It should be added that given areas are applicable to discrete interests of either sex.

The reader's attention is also called to the fact that a competency profile is maintained by both student and teacher and that much of the prescriptive and individualized instruction is determined by student and teacher as they interpret the profile.

The 18 areas of function are as follows:

1. Reading
2. Writing
3. Communications
4. Computational Skills
5. Money
6. Time
7. Measurement
8. Mobility
9. Food and Food Preparation
10. Housekeeping
11. Sewing, Mending, Clothing Care
12. Organization of Personal Affairs
13. Table Manners, Etiquette
14. Personal Health and Hygiene
15. Grooming and Posture
16. Vocational Adjustment
17. Recreation
18. Physical Capabilities

**Laurelton State School and Hospital, Laurelton, Pa.*

VOCATIONAL — ACADEMIC COMPETENCIES

READING

Instructions: When student has attained a satisfactory level of proficiency in the listed competencies, instructor will initial as indicated.

____ 1. Can recognize letters of the alphabet.
____ 2. Can read a simple sentence of six words.
____ 3. Can recognize own name.
____ 4. Can read basic survival words.
____ 5. Can sight-read one-syllable words.
____ 6. Can sight-read multiple-syllable words.
____ 7. Can understand one-word written information such as Danger, Exit, Men, Women, etc.
____ 8. Can read simple written directions seen on elevators, washing machines, etc.
____ 9. Can read more complex written directions for the use of products or appliances.
____ 10. Is able to read newspapers or periodicals for information.

WRITING

Instructions: When student has attained a satisfactory level of proficiency in the listed competencies, instructor will initial as indicated.

____ 11. Can write or print all 26 letters of the alphabet in order.
____ 12. Can write numerals up to 10.
____ 13. Can write three-digit number when dictated.
____ 14. Can write or print first and last name.
____ 15. Can write or print address.
____ 16. Can achieve basic communication through writing.
____ 17. Can write a simple friendly letter.
____ 18. Can write a semi-formal letter (such as to request information or apply for a job).

COMMUNICATIONS

Instructions: When student has attained a satisfactory level of proficiency in the listed competencies, instructor will initial as indicated.

____ 19. Responds verbally when addressed.
____ 20 Communicates in sentences.
____ 21. Asks for help when it is needed.
____ 22. Can give clear, one-step instruction.
____ 23. Can follow simple, one-step instruction.
____ 24. Can give clear, two-step instruction.
____ 25. Can follow simple, two-step instruction.
____ 26. Can give a sequential synopsis of an experience.
____ 27. Can place a seven-digit phone call if the number is known by him.
____ 28. Can place a station-to-station call through the operator.
____ 29. Can use the white pages of a telephone directory to find a telephone number.
____ 30. Can address an envelope in a deliverable manner.
____ 31. Understands regulations for first class mail.
____ 32. Understands parcel post rates as they are affected by weight and distance.

COMPUTATIONAL SKILLS

Instructions: When student has attained a satisfactory level of proficiency in the listed competencies, instructor will initial as indicated.

____ 33. Can compare amounts as to which is more or less.
____ 34. Can add when no carrying is involved.
____ 35. Can add when carrying is involved.
____ 36. Can subtract when no borrowing is involved.
____ 37. Can subtract when borrowing is involved.
____ 38. Knows the multiplication tables through 4.
____ 39. Knows the multiplication tables through 9.
____ 40. Can compute the cost of purchasing more than one of each item.
____ 41. Can divide a whole unit into halves.
____ 42. Can divide a whole unit into quarters.
____ 43. Can divide a whole unit into thirds.
____ 44. Can divide a set of units into equal groups.
____ 45. Can compute the cost of purchasing one of a product sold in groupings.

MONEY

Instructions: When student has attained a satisfactory level of proficiency in the listed competencies, instructor will initial as indicated.

____ 46. Can count to 100 by ones.
____ 47. Can count to 100 by fives.
____ 48. Can count to 100 by tens.
____ 49. Can count to 100 by twenty-fives.
____ 50. Knows the relative value of coins.
____ 51. Knows the comparative value of coins.
____ 52. Can read money numbers.
____ 53. Can write money numbers.
____ 54. Can make change to 25 cents.
____ 55. Can make change to 75 cents.
____ 56. Can make change to $1.00.
____ 57. Can make change to $5.00.
____ 58. Can make change to $10.00.

TIME

Instructions: When student has attained a satisfactory level of proficiency in the listed competencies, instructor will initial as indicated.

____ 59. Understands the concept of before and after.
____ 60. Understands the concept of early and late.
____ 61. Understands the concept of beginning and end.
____ 62. Knows the number of days in a week.
____ 63. Knows the number of days in a month.
____ 64. Knows the number of days in a year.
____ 65. Knows the number of weeks in a month.
____ 66. Knows the number of months in a year.
____ 67. Can read dates correctly.
____ 68. Can distinguish between hands on a clock.
____ 69. Can tell time to the hour.
____ 70. Can tell time to the half hour.
____ 71. Can distinguish between before the hour and after the hour.

____ 72. Can tell time to the quarter hour.
____ 73. Can tell time to the five minutes.
____ 74. Can tell correct time to the minute.
____ 75. Can set a clock to correct time.
____ 76. Can set an alarm clock.
____ 77. Can write time.
____ 78. Understands the concept of day and night.
____ 79. Understands the concept of A.M. and P.M.
____ 80. Can read a TV schedule.
____ 81. Understands the concept of the seasons.
____ 82. Understands the general concept of Daylight Saving Time.
____ 83. Knows that time changes as we move across the United States.
____ 84. Can compute age in years.

MEASUREMENT

Instructions: When student has attained a satisfactory level of proficiency in the listed competencies, instructor will initial as indicated.

____ 85. Understands the concept of height vs. weight.
____ 86. Understands the concept of tall vs. short.
____ 87. Understands the concept of small vs. large.
____ 88. Understands the concept of less than vs. more than.
____ 89. Understands the concept of heavy vs. light.
____ 90. Understands the concept of thick vs. thin.
____ 91. Understands the concept of empty vs. full.
____ 92. Understands the concept of amounts that are the "same as".
____ 93. Understands the concept of a single thing.
____ 94. Understands the concept of a pair.
____ 95. Understands an inch as a unit of measurement.
____ 96. Knows that twelve inches equal a foot.
____ 97. Knows that thirty-six inches equal a yard.
____ 98. Knows that three feet equal a yard.
____ 99. Can measure with a ruler or tape.
____ 100. Knows the abbreviations for common units of linear measurement.
____ 101. Can measure a whole cup.
____ 102. Can measure in fractions of a cup.
____ 103. Can measure one tablespoon.
____ 104. Can measure fractions of a tablespoon.
____ 105. Can measure one teaspoon.
____ 106. Can measure fractions of a teaspoon.
____ 107. Understands the concept of a "pinch" in measurement.
____ 108. Knows abbreviations for common units of dry/liquid measure.
____ 109. Knows the relationship of the common units of dry/liquid measure.
____ 110. Knows that sixteen ounces equal one pound.
____ 111. Can read weight scales in pounds and ounces.
____ 112. Knows the abbreviations for pounds and ounces.
____ 113. Knows that twelve parts equal one dozen.
____ 114. Can read an indoor-outdoor thermometer.
____ 115. Can read a fever thermometer to the correct degree.

MOBILITY

Instructions: When student has attained a satisfactory level of proficiency in the listed competencies, instructor will initial as indicated.

(See Survival Vocabulary for further Mobility aids)

____ 116. Knows left and right.
____ 117. Knows the cardinal directions.
____ 118. Is oriented to N, E, S, W when looking at a common highway map.
____ 119. Can read a common highway map and specify right and left turns.
____ 120. Understands the mileage numerals on a highway map.
____ 121. Can identify a numbered route between two points on a common highway map.
____ 122. Knows the meaning of an electrical traffic signal.
____ 123. Can understand common traffic signs.
____ 124. Is able to locate an address in a telephone directory.
____ 125. Is able to organize time in order to arrive at a destination promptly.
____ 126. Understands the progression of numerical and alphabetical street designation patterns.
____ 127. Understands the change in house numberings for north-south and east-west streets.
____ 128. Is able to read a department or grocery store directory to find the location of a certain article.
____ 129. Understands a bus schedule.
____ 130. Knows own height and weight.
____ 131. Is able to take basic body measurements.
____ 132. Knows basic clothing sizes.
____ 133. Knows that one buys a man's shirt by neck and sleeve sizes.
____ 134. Knows that one buys a man's trousers by waist size and leg length.
____ 135. Understands that clothing purchases must be planned in relation to a budget.
____ 136. Understands what pre-shrunk means.
____ 137. Understands the meaning of "dry clean."
____ 138. Understands the meaning of "sanforize."
____ 139. Understands the meaning of "wash and wear."
____ 140. Understands the term "down payment."
____ 141. Understands the term "lay away."
____ 142. Understands the term "installment buying."
____ 143. Understands the pitfalls of installment buying.
____ 144. Understands the term "credit rating."
____ 145. Understands the term "discount."
____ 146. Understands the term "charge accounts."
____ 147. Knows why he should obtain a receipt.
____ 148. Understands the term "interest."
____ 149. Understands why loans are made and that they are often undesirable.
____ 150. Can budget food money.
____ 151. Can do grocery shopping for family for one week.
____ 152. Understands that making a shopping list cuts down on impulse buying.
____ 153. Knows that certain foods are more expensive.
____ 154. Knows how to compare quantity and price so as to get the most of the money.
____ 155. Knows how many ounces in a half pound.
____ 156. Knows about sales tax.
____ 157. Can read grocery ads and ascertain where to buy articles cheapest.
____ 158. Can recognize coupons and clip them.
____ 159. Is able to read a want-ad.
____ 160. Is able to read bills.
____ 161. Is able to order a well-balanced meal from a menu.
____ 162. Understands and fills out mail order forms.
____ 163. Understands the basic concepts of insurance.

FOODS AND FOOD PREPARATION

Instructions: When student has attained a satisfactory level of proficiency in the listed competencies, instructor will initial as indicated.

164. Knows the four basic food groups as related to a proper diet.

____ 165. Can plan appropriate breakfast menus.
____ 166. Can plan appropriate lunch menus.
____ 167. Can plan appropriate dinner menus.
____ 168. Can plan a family menu for one week.
____ 169. Can follow directions for food preparation on packages.
____ 170. Can follow directions in cook book.
____ 171. Understands kitchen safety.
____ 172. Uses sanitary procedures in the kitchen.
____ 173. Can determine when food is thoroughly cooked.
____ 174. Chooses and uses appropriate utensils and equipment.
____ 175. Can use surface burners appropriately.
____ 176. Can use a timer or clock to set cooking time.
____ 177. Can set oven temperature correctly.
____ 178. Can store food properly according to needs for refrigeration, freezing, cupboard storage.
____ 179. Can distinguish between the freezer and refrigerator sections of a combination refrigerator.
____ 180. Can identify common cuts of meat.

HOUSEKEEPING

Instructions: When student has attained a satisfactory level of proficiency in the listed competencies, instructor will initial as indicated.

____ 181. Keeps articles off floor while ironing.
____ 182. Knows the difference between a refrigerator and a freezer.
____ 183. Can fo'low directions on commercial cleaning product labels.
____ 184. Can use domestic vacuum cleaner correctly.
____ 185. Washes dishes in a sanitary manner.
____ 186. Can sweep properly with a broom.
____ 187. Can clean a sink properly.
____ 188. Can clean an oven properly.
____ 189. Can clean a refrigerator properly.
____ 190. Can properly dust and polish furniture and woodwork.
____ 191. Can wash and polish windows and mirrors.
____ 192. Can wash and wax woodwork and wooden floors.
____ 193. Can launder and hang curtains or drapes properly.
____ 194. Understands the exceptional danger of electricity and water.
____ 195. Knows how to shut utilities off in an ordinary home in event of an emergency.
____ 196. Understands the importance of preventive drain maintenance.
____ 197. Understands the function of and knows how to change a fuse in a standard fuse box.
____ 198. Understands the concepts of cooling and ventilating a small home or apartment with a standard 20" window fan.
____ 199. Understands the concept of clockwise and counter clock-wise as related to screws, nuts, and bolts.
____ 200. Understands the temperature control in a home hot water heater.
____ 201. Understands the function of a thermostat in a home heating system.
____ 202. Understands the basic concept of circulation, conduction, and convection in a home heating system.
____ 203. Understands the basic operating principles of standard home window air conditioner.
____ 204. Can dispose of garbage in a proper and sanitary manner.
____ 205. Can operate a can opener.
____ 206. Can light a gas stove.
____ 207. Can replace light bulbs in different types of lamps (table, floor, desk and ceiling).
____ 208. Can plug and unplug electric appliances properly.
____ 209. Can set up an ironing board and return to storage position properly.
____ 210. Can use pliers or an adjustable open end wrench on nuts and bolts.
____ 211. Can change batteries in common household appliances such as flash lights, radios, cameras, etc.
____ 212. Can drive tacks or wire brads with a hammer.

____ 213. Can drive screws in wood.
____ 214. Can bleed radiators.
____ 215. Can operate an electric garbage disposal.
____ 216. Can make simple adjustments to an ordinary toilet tank in terms of the float or stopper.
____ 217. Can replace a line plug on the end of a power cord.
____ 218. Knows correct use of plunger.
____ 219. Can follow directions for the operation and care of appliances.
____ 220. Cuts with a sharp knife properly.

SEWING, MENDING, CLOTHING CARE

Instructions: When student has attained a satisfactory level of proficiency in the listed competencies, instructor will initial as indicated.

____ 221. Can thread a needle.
____ 222. Can hem a garment.
____ 223. Can shorten a garment.
____ 224. Can recognize the name and use of simple sewing equipment.
____ 225. Can hand sew an item.
____ 226. Can sew a seam.
____ 227. Can sew on buttons.
____ 228. Can sew on patch by hand.
____ 229. Can mend a tear.
____ 230. Can mend button holes.
____ 231. Can operate an electric sewing machine.
____ 232. Understands and displays safety at sewing machine.
____ 233. Can replace a sewing machine needle.
____ 234. Understands common units of linear measurement as related to sewing or simple construction.
____ 235. Can use a pattern.
____ 236. Can thread a sewing machine.
____ 237. Can fill bobbin with thread.
____ 238. Can read a pattern envelope and guide sheet for correct amount of material to buy and proper construction.
____ 239. Recognizes selvage of material.
____ 240. Recognizes right and wrong side of material.
____ 241. Can mend or patch with sewing machine.
____ 242. Can sew in a zipper with a zipper foot.
____ 243. Is able to read directions for the care of clothing and apparel.
____ 244. Knows that clothing should be clean to be worn.
____ 245. Knows what clothing has to be washed and what has to be dry cleaned.
____ 246. Knows how to care for various types of materials.
____ 247. Can use soap, detergent, bleach, and softeners.
____ 248. Understands how to wash clothes in groups according to fabric, color, dirt.
____ 249. Can operate an electric clothes washer and dryer.
____ 250. Knows how to dye and tint articles.
____ 251. Can correctly fill steam iron.
____ 252. Can use an iron.
____ 253. Can iron flat article.
____ 254. Can iron articles where dimension is involved.
____ 255. Uses temperature setting appropriate to fabrics being ironed.
____ 256. Knows how to remove simple stains and spots.
____ 257. Knows how to dampen clothes.
____ 258. Knows what clothes need daily, weekly, monthly, and seasonal care.
____ 259. Knows how to store clothing at the end of a season.

ORGANIZATION OF PERSONAL AFFAIRS

Instructions: When student has attained a satisfactory level of proficiency in the listed competencies, instructor will initial as indicated.

____ 260. Knows first and last name.
____ 261. Knows own age.
____ 262. Knows date of birth.
____ 263. Knows middle initial.
____ 264. Knows own hair color.
____ 265. Knows own eye color.
____ 266. Knows marital status.
____ 267. Knows father's name.
____ 268. Knows mother's maiden name.
____ 269. Knows legal residence.
____ 270. Is geographically oriented.
____ 271. Knows the name of the schools attended.
____ 272. Knows major holidays and their significance.
____ 273. If student smokes, has the ability to use cigarettes and **matches** appropriately without direction or supervision.
____ 274. Organizes belongings according to practicality.
____ 275. Is able to retire at an appropriate time in order to obtain sufficient rest.
____ 276. Is able to find the bathroom at night.
____ 277. Is able to rise in the morning according to own schedule.
____ 278. Is able to understand tax statements.
____ 279. Knows the meaning of "social security" (FICA).
____ 280. Knows the meaning of "income tax".
____ 281. Knows that a driving license must be obtained in order to operate a car.
____ 282. Knows that a license must be obtained for most pets.
____ 283. Knows that a blood test must be taken in order to obtain a marriage license.
____ 284. Knows where to apply for a marriage license.
____ 285. Knows the meaning of renting.
____ 286. Knows the meaning of a lease.
____ 287. Knows the meaning of a deed.
____ 288. Knows the meaning of collateral.
____ 289. Knows the meaning of a mortgage.

TABLE MANNERS, ETIQUETTE

Instructions: When student has attained a satisfactory level of proficiency in the listed competencies, instructor will initial as indicated.

____ 290. Uses knife and fork in accepted manner.
____ 291. Keeps soiled utensils off table and on dishes. Avoids putting own utensils into serving dish.
____ 292. Cuts food into bite-size proportions for eating.
____ 293. Butters a small piece of bread as it is eaten.
____ 294. Eats "finger foods" with fingers.
____ 295. Takes spoon out of cup and sherbet glass.
____ 296. Posture is good at the table.
____ 297. Talks with empty mouth.
____ 298. Wipes food from mouth and fingers with napkin. Avoids licking fingers.
____ 299. Keeps elbows off table during meal.
____ 300. Chews food silently with mouth closed.
____ 301. Asks for inaccessible food to be passed, rather than reaching for it.
____ 302. Covers mouth with handkerchief when sneezing.
____ 303. Excuses oneself when leaving the table early.

PERSONAL HEALTH AND HYGIENE

Instructions: When student has attained a satisfactory level of proficiency in the listed competencies, instructor will initial as indicated.

____ 304. Does not wet or soil clothes.
____ 305. Can use toilet facilities properly without assistance.
____ 306. Can use toilet facilities during the night without prompting.
____ 307. Makes satisfactory use of toilet tissue.
____ 308. Will take initiative to wash hands after toileting.
____ 309. Uses a handkerchief or tissue appropriately.
____ 310. Can recognize general safety in the immediate environment.
____ 311. Knows the purpose of a first-aid kit.
____ 312. Can employ basic first-aid for minor household injuries.
____ 313. Knows how to get help in the event of a serious accident.
____ 314. Understands the use of a fire extinguisher.
____ 315. Is able to follow the directions for use of common patent medicines.
____ 316. Understands how to have a prescription filled in the community.

GROOMING AND POSTURE

Instructions: When student has attained a satisfactory level of proficiency in the listed competiencies, instructor will initial as indicated.

____ 317. Selects clothing appropriate for the occasion.
____ 318. Can choose appropriate accessories.
____ 319. Knows how to combine colors in clothing.
____ 320. Realizes the effect of color and line on appearance.
____ 321. Can select proper jewelry and wear it attractively.
____ 322. Understands the purpose of under and foundation garments.
____ 323. Can don undergarments properly.
____ 324. Will make effort to keep slip from showing.
____ 325. Can put on and tie shoes.
____ 326. Keeps shoes presentable.
____ 327. Will wash at appropriate times.
____ 328. Takes initiative to bathe properly and regularly.
____ 329. Will use deodorants.
____ 330. Takes initiative to brush teeth at least once a day.
____ 331. Is generally free of halitosis.
____ 332. Can comb own hair.
____ 333. Will wash hair without reminder.
____ 334. Keeps hair attractive.
____ 335. Can set own hair.
____ 336. Can style own hair.
____ 337. Understands the danger of coloring hair without experience.
____ 338. Takes initiative to shave face.
____ 339. Takes initiative to shave legs and underarms.
____ 340. Fingernails are clean.
____ 341. Fingernails are not bitten.
____ 342. Fingernails are trimmed or filed neatly.
____ 343. Uses make-up attractively.
____ 344. Make-up is suitable for the occasion.
____ 345. Uses perfume appropriately.
____ 346. Can follow directions for the use of cosmetics.
____ 347. Is generally free of menstrual odor.
____ 348. Uses a sanitary napkin properly.
____ 349. Disposes of a soiled sanitary napkin properly.

___ 350. Sits in a pose becoming a lady.
___ 351. Stands and walks with head erect.
___ 352. Walks gracefully.
___ 353. Takes an interest in making a presentable appearance.
___ 354. Will accept constructive criticism about appearance.
___ 355. By appearance, this student would be indistinguishable from people in the community.

VOCATIONAL ADJUSTMENT

Instructions: When student has attained a satisfactory level of proficiency in the listed competencies, instructor will initial as indicated.

___ 356. Understands work schedule.
___ 357. Understands gross pay.
___ 358. Understands net pay.
___ 359. Understands payroll deductions.
___ 360. Knows how to make an appointment.
___ 361. Recognizes methods of obtaining a job lead.
___ 362. Knows how to hunt for a job.
___ 363. Knows how to utilize job benefits.
___ 364. Understands overtime.
___ 365. Understands piecework.
___ 366. Is able to apply for a job.
___ 367. Is suitably groomed for job interview.
___ 368. Asks appropriate and necessary questions.
___ 369. Is capable of learning through training and practice.
___ 370. Handles equipment properly.
___ 371. Works safely.
___ 372. Initiates tasks without prodding.
___ 372. Shows ability to retain previously learned tasks without re-orientation.
___ 374. Is able to transfer learned skills from one task to a similar task.
___ 375. Quantity of work meets minimal industrial standards.
___ 376. Quality of work is adequate for industrial standards.
___ 377. Understands the importance of production.
___ 378. Dresses appropriately for work.
___ 379. Understands money as a reward for work.
___ 380. Maintains regular attendance.
___ 381. Demonstrates positive feelings toward work.
___ 382. Maintains proper relationship with supervisor.
___ 383. Maintains proper relationship with co-workers.
___ 384. Assumes responsibility for errors.
___ 385. Knows physical and mental limitations.
___ 386. Understands how limitations affect employability.
___ 387. Is capable of sustaining effort until a task is completed.
___ 388. Is willing to make an effort at self-improvement.
___ 389. Is able to accept help in formulating feasible vocational goals.
___ 390. Is able to continue working in spite of changes in time schedule, organization of work, group composition, or mild physical distress.
___ 391. Can tolerate constructive criticism and continue working.
___ 392. Appropriately initiates additional tasks after assigned tasks are completed.
___ 393. Can be relied upon to function with minimal supervision.
___ 394. Is able to identify problems.
___ 395. Is able to formulate acceptable solutions.

RECREATION

Instructions: When student has attained a satisfactory level of proficiency in the listed competencies,

instructor will initial as indicated.

____ 396. Can play at least 5 table games of own choice (Checkers, Bingo, Sorry, Monopoly)
____ 397. Can play at least 2 card games of own choice. (500 Rummy, Flinch, Pinochle, Rook)
____ 398. Can play at least 5 at-home type games. (Croquet, Badminton, Volleyball, Table Tennis)
____ 399. Can follow at least 1 spectator-type game of own choice at the enjoyment level. (Baseball, Football, Basketball)
____ 400. Is able to use an AM-FM radio.
____ 401. Is able to operate a 4-speed automatic phonograph.
____ 402. Is able to operate a television.
____ 403. Is able to operate a tape recorder.
____ 404. Is able to perform current dance steps.
____ 405. Can operate a jukebox.
____ 406. Can roller skate at the enjoyment level.
____ 407. Can swim at the survival level.
____ 408. Can swim at the enjoyment level.

PHYSICAL CAPABILITIES

Instructions: When student has attained a satisfactory level of proficiency in the listed competencies, instructor will initial as indicated.

____ 409. Corrected vision is adequate for normal routines of life.
____ 410. Corrected vision is adequate for sustained periods of close work.
____ 411. Corrected hearing is adequate for normal routines of life.
____ 412. Has normal use of hands and arms.
____ 413. Has normal use of feet and legs.
____ 414. General physical condition permits routines of normal living.
____ 415. Should have potential for manipulative dexterity.
____ 416. Could do bench work for an entire shift.
____ 417. Coulb be expected to work on feet for a full shift. (clerk or waitress)
____ 418. Could be expected to work at a job requiring moderate physical exertion for a whole shift.
____ 419. Could work as a laborer for a whole shift.
____ 420. Medical history would permit work as a food handler.
____ 421. Is free from medical conditions requiring special treatment or medication.

The Four Year Adjusted Occupational Training Program

[Ages 15-21]

A student entering the adjusted secondary program undertakes a curriculum designed for four years. Each year is a sequence of phases planned to develop the pupil's potential and to prepare him to take part in the world of work. Students progress through four identifiable phases on an individual basis.

Phase I serves as an orientation and exploration period during which the student learns to adjust to the school surroundings, learns to follow a rigid performance schedule; gains poise and self control; and generally becomes familiar with the world of work. He will gain competence in the basic skills and in the use of basic tools; learn to recognize and accept his own limitations; be exposed to job opportunities available in the community and learn how to apply for them; and learn the importance of getting along with others. Field trips will be one of the major vehicles of instruction. Occupational and special education units for this phase is presented elsewhere in this publication. The best instruments available for evaluating the student's potential in this multi-faceted outlay will be used to rate his performance. These records will be filed and used for further guidance within the program.

Phase II will serve a dual purpose. It is basically an extension of Phase I, but also includes designated in-school work experience in two or more areas such as Food Services and Building Maintenance Services. The special education will be continued and related to the work experience as much as possible, with emphasis upon the geography of government of the local community, communications, and basic mathematics. Learners receive experience in an occupational cluster dealing primarily with basic knowledge and skills. A cluster of occupations is composed of occupations requiring similar interests, aptitudes, skills, abilities, and using similar tools and equipment. Upon completion of Phase II, the learner may move to Phase III or go directly to Phase IV if the situation, after thorough evaluation, warrants it.

Phase III moves the student from a school situation into the community for various job experiences, or the student may remain at his in-school station for further work experience. At this point, however, time on-the-job will be increased to half day accompanied by half day in related special education. Factory production work experience will be introduced for reasons explained in the **Community Survey Information section.** The underlying philosophy of this phase of the curriculum is to enable the student to function independently in a work situation.

Phase IV moves the student from a school situation into the community for one or more job experiences. He continues to participate in classroom experiences correlated with the community job. This will be a cooperative arrangement between the school, the employer, and the employee. Half the student's time is spent in school and half in the community, with a typical pattern of 20 hours a week in work experience over a period of 30 weeks. The time in school is devoted to facing and solving problems met in the work experiences of the student. The aim of this phase is to prepare the student to gain the proper skills relevant to retaining a job after completion of the four year program.

POST SECONDARY ADJUSTED PROGRAM

Post Secondary I will make available for the client the continuation of services as previously mentioned. Related one-half day in the school and one-half day on-the-job training in the community will be further implemented. The need of the client as determined by thorough evaluation of the situation will be the deciding factor for participation. This phase will have a terminal age of 21 years for clients.

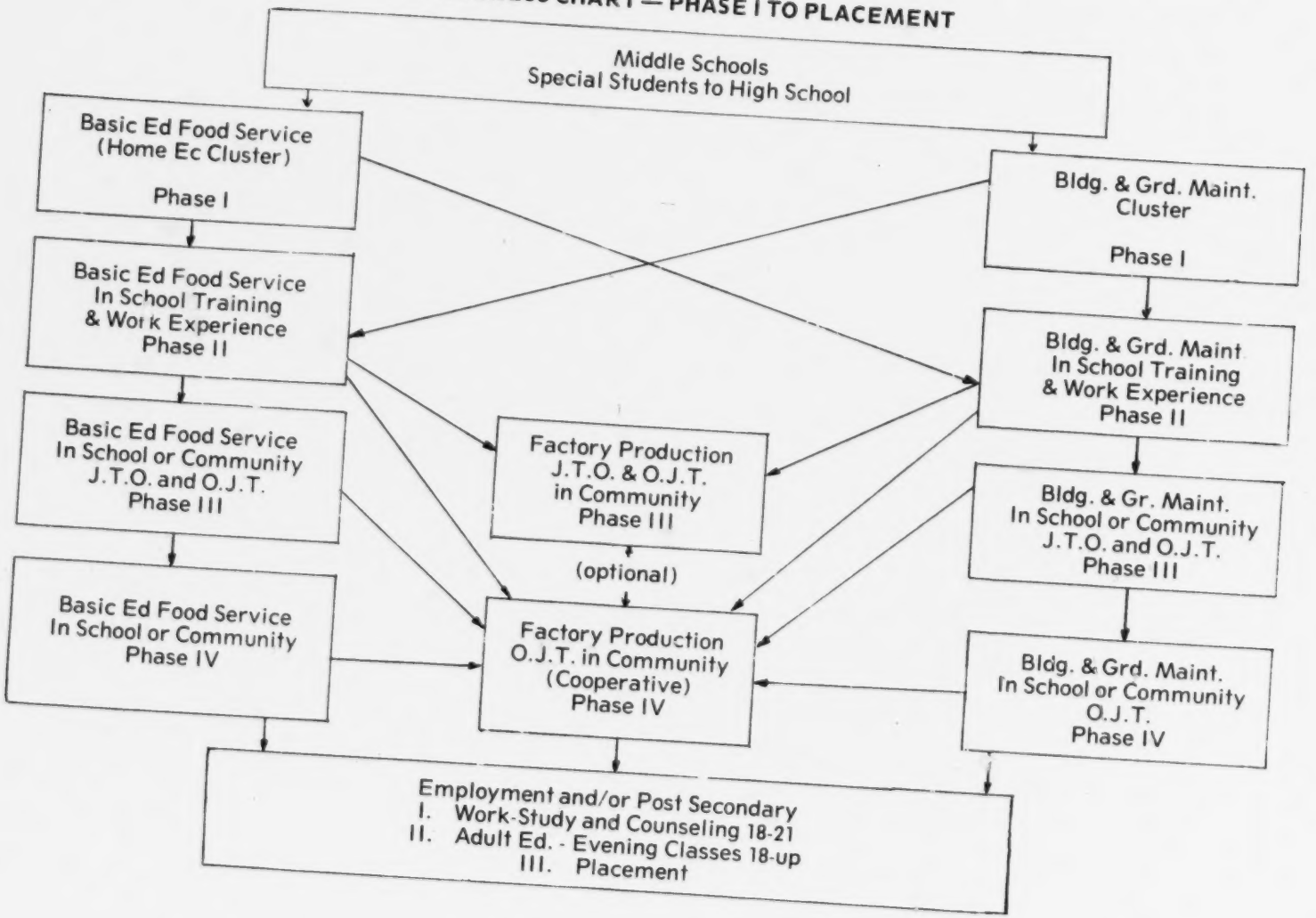
* The Rehabilitation Agency will be helpful in this effort, and may provide payment to the employer for out-of-school programs.

Post Secondary II will serve clients employed full time who have need of Rehabilitation Counseling Services and/or training services offered in the evening Adult Education Program. The Adult Program has been and will continue to be offered at the Brooke High School facility.

* The Rehabilitation Agency will share responsibility for supervision in this area and may provide payment to the employer. At the present time the intent is to make this service available for at least two years after completion of the regular adjusted four-year high school curriculum.

**Not yet approved by DVR as a part of the BRAVO Program at Brooke High School.*

PROGRESS CHART — PHASE I TO PLACEMENT



WORK ORIENTATION

Orienting the Handicapped Youth to the Work Setting

Much has been written and said regarding the skills and competencies needed by young handicapped workers before they begin their employment in a local manufacturing facility. While it certainly is true that they should possess adequate manipulative skill and knowledge in the use of and selection of tools and equipment, it is equally important that as they acquire this information and these technical skills that they be given strong and consistent exposure to the realistic physical, social and psychological dimensions of the factory milieu. It is rarely possible to provide the handicapped student with an awareness of what the typical factory milieu is like — even when we attempt to simulate it in the school setting. There exists limited resemblance between the school shop and the usual noisy, sometimes dirty, smelly manufacturing facility with its hustle and bustle, and with its often abrasive and critical comments of bosses and fellow workers. The very fact that the handicapped youth is expected to produce consistently during an 8 hour work day represents a great difference between requirements of a school shop and those of the local factory. It can even be stated that upon occasion there are instructors assigned who themselves possess limited knowledge of what takes place in a factory setting.

Nor does the school shop have the advantage of exposing the handicapped student to the relationship between work accomplished and wages earned, or the privileges and protection provided by a union. Research findings point regularly to the fact that handicapped youth fail more frequently on the job due to lack of ability to relate satisfactorily with fellow workers than to lack of manipulative or technical skill.

Effective programming for Vocational Education of the handicapped and more specifically the provision of orientation to the real work world should include a carefully planned occupational information program and a system of job-try-outs, both of which will aid the youth in viewing himself against the background of the many faceted work milieus.

1. A Suggested Occupational Information Program

While teachers of the handicapped will want to make judicious use of published materials dealing with occupational information, they will find that accompanying students on regular and well planned visits to varieties of work endeavor represents a highly effective method of teaching. The following guidelines may be helpful in organizing and establishing this program.

(a) Develop a list of places of employment which include job assignments within the range of the students' training potential.

(b) Arrange an interview with these employers soliciting their cooperation and carefully spelling out the needs and characteristics of the handicapped youth who will be visiting.

(c) Develop a list of the jobs which will be observed and make a simple job analysis of each.

(d) Request permission to photograph (35 mm color slides) these jobs prior to the visits.

(e) Assemble the color slides for each place of employment and for each slide record on a cassette a simple description of what the worker is doing.

(f) On the day prior to a visit present the slides and accompanying cassettes to the class as an introduction to that particular place of employment and to the jobs being done. Follow up this viewing with a discussion (rap session).

(g) Visit the place of employment making certain that the group is small enough to effectively view the work and to hear the "guide" describe the nature of the job assignment. It is suggested that ideally no more than 8 students comprise one tour group. Two adults can be assigned to a class of 15 youth using an aide or a volunteer in addition to the teacher.

(h) On the day following the visit, assemble the tour group and invite students' comments and general reactions. Typical comments will be:

"That place stinks, man! I'd never work there."

"How much does that guy make on the Hi-Lift?"

"When do them people get to go to the toilet?"

"That boss guy was really mean. If he gave me that kind of crap I'd beat his head in."

"Who was that fellow in the white coat? I'd like to wear one of them!"

These comments and questions are comfortably and reasonably fielded or responded to by the teacher who aids the student in understanding the characteristics of a given place of employment.

Some vocational programs for the handicapped can manage one employment site visit each week. This does not mean, however, that every student will visit weekly. Students should be encouraged and helped to keep a record of their visits and of their reactions so that at the end of a semester they can review what they have seen and can begin to formulate some ideas as to the type of job they would most like to have.

In addition to the site visits it is often helpful to have tradesmen, etc. come to the class to describe informally what their job consists of, what their earnings are, how long the training period is, the extent of employment opportunities, etc. Students should be helped and encouraged to question the tradesman and to secure pertinent information regarding his particular job.

2. **Job-Try-Outs**

It is apparent that many students respond well to a system of community work referred to as Job-Try-Outs. In this context the Job-Try-Out is defined as an initial exposure to a given work situation in the community. The Job-Try-Outs as referred to here is not job training or job placement but exists as an opportunity to be a helper in a given work environment four hours per day, five days per week for four weeks. It is in this work arrangement that the handicapped youth gain the opportunity to "sense" the work milieu (sight, smell, sound, etc.) and to "try it on for size". Either a morning or an afternoon assignment can be made and the remaining time can be spent in school. Series of these try-outs can be arranged prior to training and placement to aid student and teacher in finding appropriate and acceptable career opportunities.

As in the case of the arrangement of the industrial site visit employers must be carefully selected, must understand the program goals and the characteristics and needs of the handicapped students. Upon occasion youth receive pay for their services. In many cases Job-Try-Outs are viewed as unusual opportunities for student exposure and as a gracious gesture on the part of an employer.

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APPENDICES

APPENDIX A

Board of Education, Brooke County

Wellsburg, West Virginia 26070

PHONE (304) 737-3481

ROY E. GIVENS, PRESIDENT
DR. WILLIAM T. BOOHER, JR., MEMBER
ROBERT G. LINDSEY, JR., SECRETARY

L. A. ORSINI, MEMBER
WILLIAM M. SMITH, MEMBER
DR. HOWARD A. SPORCK, MEMBER

In attempting to meet the basic and vocational needs of the handicapped youth of Brooke County, West Virginia, we have instituted a one year project of Research in Developing Basic Vocational Studies as authorized by Section 131 (b), Part C, Research Vocational Act Amendments of 1968 - P.L. 90-576, State of West Virginia.

We are interested in obtaining information from federal, state, local, and private institutions that are in the process of programming or have such studies included in their present Vocational Educational System. This information should include specific names of programs or schools in which such programs are in use, or names and titles of persons who could be interviewed or consulted who have had considerable practical or research experience in this field.

By "handicapped youth" for this program, we include only the mentally, physically, and emotionally handicapped.

Ours is a modern four year comprehensive high school with exceptional vocational facilities.

We will appreciate your help in this endeavor, and we will be happy to handle any literature or mailing costs.

Edison C. Rine
Project Director
Brooke County Schools

Copy to:

Mr. Robert G. Lindsey, Jr.
Superintendent of Schools
Brooke County Board of Education
Wellsburg, W. Va.

Board of Education, Brooke County

Wellsburg, West Virginia 26070

PHONE (304) 737-3481

ROY E. GIVENS, PRESIDENT
DR. WILLIAM T. BOOHER, JR., MEMBER
ROBERT G. LINDSEY, JR., SECRETARY

L. A. ORSINI, MEMBER
WILLIAM M. SMITH, MEMBER
DR. HOWARD A. SPORCK, MEMBER

BUSINESS AND INDUSTRY SURVEY
1971-1972

Letter to business and industry:

In order to further improve and meet the basic vocational needs of the youth of Brooke County, West Virginia, we have instituted a one year project of Research in Developing Basic Vocational Studies as authorized by the West Virginia Board of Education and the Brooke County Board of Education.

This research project will provide the Brooke County School System with the curriculum design for an un-graded vocational education program on the secondary level. Providing for the educational needs of handicapped youth of this county is critical. Approximately 150 to 200 exceptional High School pupils having physical, mental, and emotional handicaps would be served in this program. These are borderline cases of slow learners just below the average academic level that are educable and trainable at their own level of learning.

It is our desire to interview or consult with industrial and business personnel who could help us in this endeavor by giving **specific job titles, brief descriptions of the work involved** as well as the **duties to be performed.** Any other information needed in order to make practical presentations to our students in the shops and classrooms will be appreciated.

The local work area for Brooke High School graduates has been designated as Ohio, Brooke, and Hancock Counties in West Virginia and Jefferson County in Ohio; but copies of the completed Curriculum Plan as a result of this project will be distributed to the West Virginia State Board of Education (15), to all the county boards of education in West Virginia (55) with (30) copies to be retained in Brooke County as a reserve supply.

Will you be kind enough to complete the attached questionnaires and return to us. Thank you for your cooperation.

Edison C. Rine
Project Director
Brooke County Schools

Copy to:

Mr. Robert G. Lindsey, Jr.
Superintendent of Schools
Brooke County Board of Education
Wellsburg, W. Va. 26070

BROOKE COUNTY SCHOOLS
BUSINESS AND INDUSTRY SURVEY
1971-72

1. Name of Firm _____ Date _____
2. Address _____ County _____
3. Main Function of Firm _____ Product _____ _____
4. Person completing this questionaire _____ Title _____
5. Total number of employees
6. Number of employees engaged in **basic** occupations (see attached list) _____
7. Jobs in your company that could be handled by handicapped (see cover letter) High School graduates trained for that particular job (refer to attached list and add any of your own.) _____

	Name of Job	**Skills needed or duties to perform**
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____
e.	_____	_____

8. Official in your firm I could interview concerning the basic vocational status of your employees.

   Name _____ Title _____ Location _____

9. Would you be willing to hire handicapped High School Graduates if they had training in your type of jobs and if they had a good record as to reliability, etc? Yes No

   Name _____

   Title _____

   Address _____ Phone _____

10. Would your company permit plant visits by groups of High School students in order to help orient them in the world of industry and business? Yes _____ No _____. If the answer is "Yes", what official in your company should be contacted in order to make such arrangements? _____

11. What suggestions could you give us in order to make our vocational and academic program at Brooke High School more realistic in trying to satisfy your employee needs? _____

_____

_____

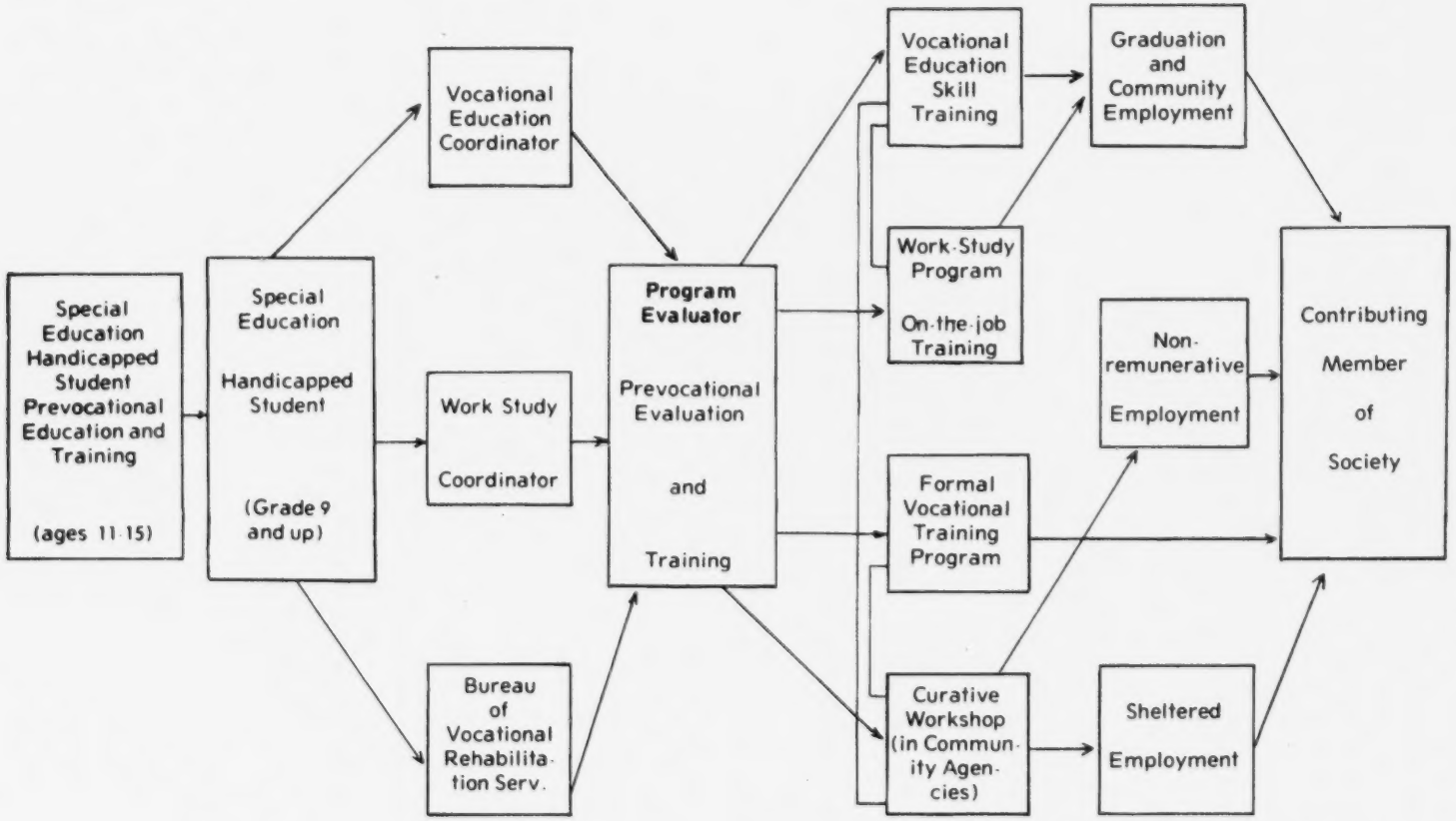
_____

_____

SUGGESTED BASIC OCCUPATIONS THAT COULD BE HANDLED BY HANDICAPPED HIGH SCHOOL GRADUATES IF PROPERLY TRAINED.

Name of Occupation	General Duties	Number employed by your firm
1. Custodian (outside and inside)	Janitorial, landscaping snow removal, etc.	
2. Materials Handlers	Shipping clerks, haulers retail, wholesale	
3. Food Handlers	Cooks, waitresses, washers	
4. Delivery Service	Truck Driver, Package carrier, packager, etc.	
5. Nursing Aide or Companion		
6. Child Care		
7. Domestic	Household or Plant cleaning	
8. Auto or Truck related	Mechanic, body repairmen, maintenance, etc.	
9. Oiler, rough repairman motor maintneance		
10. Farm worker, greenhouse, nursery, golf course, parks, etc.	Tractor and machine operator, feeder, caretaker of farm buildings	
11. Construction helpers, River Craft workers, Mining		
12. Light manufacturing — brooms, mops, toys, etc. Furniture repair		
13. Car & Truck Wash		
14. Public service-City, County, State, Federal		
Others in your Plant:		
15.		
16.		
17.		
18.		

MODEL FOR COORDINATION OF SPECIAL EDUCATION, VOCATIONAL EDUCATION, AND THE BUREAU OF VOCATIONAL REHABILITATION*



* *Dr. Earl B. Young and William Steiner*
Cuyahoga East Prevocational Evaluation Project

SECONDARY CREDITS ASSIGNED TO SEGMENTS OF THE BASIC ACADEMIC-VOCATIONAL PROGRAM

Per. per wk.	Cr.	Phase I	Per. per wk.	Cr.	Phase II	Per. per wk.	Cr.	Phase III	Per. per wk.	Cr.	Phase IV
15	3.0	Basic Education English (commun.) Soc. Studies Math (General) Science	15	3.0	Basic Education English Soc. Studies Math (functional) Science	15	3.0	Basic Education English Soc. Studies Math (functional) Science	15	3.0	Basic Education English Soc. Studies Math (functional) Science
5	.50	Phys Ed	5	.50	Phys Ed	---	---	-------	---	---	----------
15	2.0	Vocational Ed Bldg. & Grd. Main. (cluster)	15	2.0	Vocational Ed Bldg. & Grd. Main. In School Work Exp.	15	2.0	Vocational Ed Bldg. & Grd. Main. In School Work Exp. or Outside School Work Exp.	15	2.0	Vocational Ed Bldg. & Grd. Main. In School Work Exp. or Outside School Work Exp.
15	2.0	Food Service (cluster)	15	2.0	Food Service In School Work Exp.	15	2.0	Food Service In School Work Exp. or Outside School Work Exp. (20 hr) (Factory Production Optional)	15	2.0	Food Service In School Work Exp. or Outside School Work Exp. (20 hr) (Factory Production Optional)
5	1.0	Elective	5	1.0	Elective	5	1.0	Elective	5	1.0	Elective

APPENDIX D

GUIDE FOR GROUPING STUDENTS

The guides on the following page are designed to be used in any size school. In schools with one teacher and not more than thirty students (15 to a class), the curriculum can be used by teaching all four grades together (ungraded), or in the case of a three year high school, three grades together, using a revolving curriculum.

In schools with larger numbers of students and teachers, grouping may be adjusted as illustrated in the other diagrams for two, three, four, or more teachers.

A program should be designed so that a student who remains in it for three or four years, as the case may be, will be exposed to a continuity of instruction.

4 Year High School
Special Education Classes

1 Teacher - Coordinator for 4 years

1st year curriculum 9-10-11-12 Grade Students 1 year	2nd year curriculum 9-10-11-12 Grade Students 1 year	3rd year curriculum 9-10.11-12 Grade Students 1 year	4th year curriculum 9-10-11-12 Grade Students 1 year

2 Teacher - Coordinators 2 years each

1st year curriculum 9-10 Grade Students 2 years	2nd year curriculum 10-9 Grade Students 2 years	3rd year curriculum 11-12 Grade Students 2 years	4th year curriculum 12-11 Grade Students 2 years

4 or more Teacher - Coordinators 1 year each

1 teacher 1st year curriculum 9th grade students	1 teacher 2nd year curriculum 10th grade students	1 teacher 3rd year curriculum 11th grade students	1 teacher 4th year curriculum 12th grade students

3 Year High School

1 Teacher - Coordinator for 3 years

1st year curriculum 10-11-12 Grade Students 1 year	2nd year curriculum 10-11-12 Grade Students 1 year	3rd year curriculum 12-11-10 Grade Students 1 year

3 or more Teacher - Coordinators 1 year each

1 teacher 1st year curriculum 10th Grade Students	1 teacher 2nd year curriculum 11th Grade Students	1 teacher 3rd year curriculum 12th Grade Students

APPENDIX E

PERSONNEL NEEDS
for
VOCATIONAL - SPECIAL EDUCATION

School Year	Ages 7-21 Teachers of Trainable	Ages 7-21 Multiple Physically Handicapped	K-8 Spec. Ed.	Ages 15-21 Teachers of Educable	Ages 15-21 Vocational Teachers	Vocational Aides	Special Ed. Aides
1971-72	0	0	7 (now emp)	1	0	0	0
1972-73	add 1	add 1	1	add 1	add 2 (1 M + 1 F)	2	1
1973-74	0	0	0	add 1	add 2 (1M + 1 F)	2	1
1974-75	0	0	0	add 1	0	0	0
Total	1	1	8	4	4	4	2

Coordinator will be needed for High School Vocational-Special Education Program, in addition to his other vocational coordinating duties.

APPENDIX F

TRANSFER FORM

The Transfer Form on the next pages is used to help the teacher have a better knowledge and understanding of new or incoming students at the beginning of the school term. This form is intended to furnish precise information regarding the student's previous record in the preceding class or grade. The form is self-explanatory as to the information that should be passed on the next teacher. It is especially helpful for the basic education student who is making the transition from the eighth grade into the high school four year program.

TRANSFER FORM

Name _____ Date of Birth _____
Date of last psychological test _____ I.Q. _____
Reading Level: _____

Arithmetic Skills: _____

Money Concept: _____

Field Trips: _____

Work and Study Habits:
- A. Works independently _____
- B. Needs close supervision _____
- C. Needs some supervision _____
- D. Works well with others _____
- E. Follows directions _____
- F. Accepts responsibilities _____

Comments: _____

Personal Data:
- A. Interests and Hobbies: _____
- B. Physical Defects: _____
- C. Recommended Disciplinary Methods: _____
- D. Home Conditions: _____
- E. Parental Attitude: _____
- F. Student's Attitude Toward Family: _____
- G. Student's Attitude Toward School: _____

Teacher's Comments and Observations: _____

APPENDIX G

SURVIVAL VOCABULARY*

The following is a list of signs frequently encountered in day-to-day life. Students should have some opportunity to become familiar with most of them.

All terms cash
Alley closed
Always be careful
Ambulance
A.F.L.
Bank
Bell
Beware of dog
Box office
Boy wanted
Bus station
Capitol Building
Caution
City Hall
Closed for repairs
Closed for lunch
C. O. D.
C. I. O.
Count your change
Court House
Cross cautiously
Curve
Danger
Dentist
Detour
Dead end street
Diptheria
Doctor
Doctor's office
Do not ask for credit
Do not crowd
Do not enter
Don't talk to the operator
Down
Drive slowly
Dynamite
Electricity
Elevator employees
Emergency exit
Entrance
Exit
Explosive
Federal Building
Fire
Fire escape
Fire extinguisher
First aid
For external use only
For sale
Found
Fragile
Fresh paint
Gasoline
Girls wanted
Glass
Go
Go slowly
Handle with care
Hands off
Have fare ready
Help wanted
Help
High voltage
Hotel
Hospital
Hours
U. M. W.
In
Inflammable
Information
Keep Moving
Keep out
Keep off
Laborers wanted
Ladies' toilet
Live wire
Library
Look out for vehicles
Lost
Measles
Men only
Mumps
No admittance
No hunting
No left turn
No parking
No pets
No smoking
No swimming
No trespassing
No spitting
North Wheeling Hospital
Not for internal use
Not responsible for lost articles
Office
Ohio Valley Hospital, Steubenville
Ohio Valley General Hospital, Wheeling
One way traffic
Open evenings
Out
Out of order
Out for lunch
Pay as you enter
Penalty
Poison
Post no bills
Private
Private property
Public telephone
Post Office
Police Station
Pull
Push
Quiet
R. R.
Restroom
Restaurant
Road closed
Safety first
Scarlet fever
School
Slow
Small pox
Soft shoulder
Street car
Stop
Take one
Ticket office
Thin ice
This way out
This side up
Use other door
Up
Warning
Wanted
Waste
Watch your step
Wet Paint
Whooping cough
Will be back
Women wanted
Women's toilet
Women only

*Adapted from **Occupational Skills Program Handbook,** Dept. of Education, State of Hawaii.

APPENDIX H

BASIC EDUCATION — SOME COMMON CLASSROOM EQUIPMENT & AIDS

1. Calculators — Math
2. Typewriters — lettered or unlettered — English, Vocabulary, Communications, etc.
3. Teletrainer — Communications (C & P Telephone Co.)
4. Abacus — Math
5. Hand Clock — Independent hands moved manually. Calculate time periods.
6. Scales — Weighing
7. Calendars
8. Globe - World
9. Road maps — city maps
10. Rulers, Yardstick, Tape Measures, Meter Sticks
11. Magnetic Compass
12. Drawing Compass
13. Various sizes and shapes of wood blocks — identification, stocking goods, arranging displays, etc. (Painted)
14. Gas Masks
15. Dust Masks
16. T.V. Set
17. Record Player
18. Large Dictionaries
19. Large Bulletin Board
20. Head Phones
21. Duplicating Machine (Demon's)
22. Tape Recorder
23. Overhead Projector
24. Transparencies
25. 16 mm Projector
26. Films — Local Industry, and other job opportunities
27. OEK Kit and Cassette (Occupations Education Kit) with Strips
28. Film Strip Projector
29. Tool Rack — Use for identification and use
30. Large Security Closet or storage facility for equipment
31. Play money and metal or wood coins (Marked with denomination)
32. Cash Register
33. Flash Cards

Special Education Teacher must **sign out** for materials from **Vocational Department** materials to be used for demonstration purposes. He must also get a written statement or chit sheet when he returns these materials.

34. Small Workbench — Tools
35. Pictorial thermometer
36. Magnifying glass
37. Magnets
38. 4 Pegboards
39. 4 Dominoes (large)
40. Puzzle racks
41. Day by day calendar
42. Wheels and levers

APPENDIX I

MATERIALS FOR USE WITH EDUCABLE MENTALLY RETARDED STUDENTS AT THE SECONDARY SCHOOL LEVEL

About You, 9-12, SRA. Helps the high school student understand himself and others better and helps him develop.

Accent/Personality Series. Follett Publishing Company.
Taking Stock
You and Your Needs
You and They
You Are Heredity and Environment
Teacher's Manual
A new concept of concise, easy to manage booklets dealing with basic social skills in a unique way. Emphasis is on discussion between instructors and students as a means of developing thinking skills and of conveying useful information and concepts. All material is high-interest low-readability, and is divided into small units that help assure learning success.

Accent/The World of Work. Follett Publishing Company.
Getting That Job
Keeping That Job
You and Your Occupation
You and Your Pay

Basic Driver Education, Special Education Publications. A 174 page worktext written to teach basic information concerning driver education to retarded youth.

Basic Typing Step By Step, Curriculum Research Press. Typing manual which begins with a list of operating parts and goes through every step ending with a practice exam for the civil service.

Campus Work Experience, Allen Company. Worktext for nonacademic high school students designed to be used before or concurrently as a student is assigned to school service on campus.

Careers for High School Graduates, 7-12, SRA. Designed for students who do not plan to go to college. This kit offers a selection of 114 SRA Jr. Occupational Briefs as an aid for their post-high school planning.

Careers for Women, 7-12, SRA. Geared specifically to the young woman, this kit provides information to assist her in making educational and vocational plans. It answers such questions as "What occupations am I likely to find most suitable?" "How much education or training will I need for them?"

Career Information Kit, 9-12, SRA. This library of the very best available occupational materials furnishes comprehensive information on jobs that employ over 90 percent of the labor force today.

Choosing Your Career, Coronet Learning Program. A programmed re-usable booklet written in linear format. Included is a Self-Appraisal sheet which the student fills in as he works the program.

Discovering Yourself, 7-9, SRA. This booklet helps develop the concept of self. Includes self appraisal charts, quizzes, and examples.

Eddie In School, Fearon Publications. A book containing thirty short stories which deal with the learning experiences of a teenage city boy. Teacher's manual included.

Elementary Typing Step By Step, R. E. H. Publishing Co. A basic typing manual simple enough to be used by a teacher who cannot type herself.

Experiences In Wood and Related Materials for Special Classes, Follett Publishing Company. Excellent for teacher reference.

Finding Ourselves, Frank E. Richards Publishing Co. Map reading from a globe, a wall map, a state map, and a city map designed to improve academic skills.

Finding Your Job, Finney Company. This series is comprised of six units. Each unit contains five different volumes, with twelve monographs in each volume. The six complete units contain 360 different job descriptions.

Finding Your Job Workbook, Finney Company. The workbook consists of 72 pages and is designed for use in special classes. There is an assortment of lessons, with which there are working and answering spaces. Each page is perforated, thus permitting removal for correcting or for the purpose of enabling the student to take one lesson home as a homework assignment. To be used with **Finding Your Job** series of monographs.

Follett Vocational Reading Series.
John Leveron, Auto Mechanic
The Delso Sisters, Beauticians
Anita Powers, Office Workers
The Millers and Willie B., Butcher, Baker, Chef
Helen Green, Department Store Worker
Marie Perrone, Practical Nurse

A series of books designed to meet the needs of high school students and young adults who are not reading on their level. The books introduce the students to the world of work.

Foundations of Citizenship, Frank E. Richards. The books and accompanying paperbacks stress social adjustment with an emphasis on the world of work.

Getting A Job, Fearon Publications. A worktext on jobs available and how to apply for them.

Getting Along Series of Skills Workbooks, Frank E. Richards.
After School Is Out
Al Looks For A Job
On The Job
Money In The Pocket
From Tires To Teeth

Getting and Holding A Job, Frank E. Richards Publishing Co. A worktext designed for the young adult getting ready to enter the world of work.

Getting Ready for Payday, Frank E. Richards Publishing Co. This paperback worktext deals with money which a youth might receive after employment.

Getting Ready To Drive, Frank E. Richards Publishing Co. A worktext designed to aid the non-academic student in preparation for oral or written driver's test.

Guidance Series Booklets, 9-12, SRA. These booklets provide educational-vocational, personal, and social guidance for high school students. The 57 booklets are from 48 to 56 pages in length, illustrated and paperbound.

Handbook of Job Facts, 9-Adult, SRA. Covers 300 jobs and provides key information on duties, employment opportunities, required qualifications, education, training, chance of advancement, salaries, and outlook.

Help Yourself To A Job, Finney Company. Three books designed for use in special classes, by slow learners and underachievers. Each of the workbooks has a content of approximately 70 pages. The individual lessons are perforated thus permitting removal for correcting or for the purpose of enabling the student to use the lessons as homework assignments.

How To Answer When Money Talks, Amidon and Association. A worktext with problems on installment financing, credit, savings, etc.

How To Be A Better Student, 7-9, SRA. Shows how to use study time most effectively. Illustrations, charts, and tests help students evaluate study habits.

How To Choose And Use Stanley Tools, Stanley Tools Publications. See previous description.

How To Get A Job: A Handy Guide For Jobseekers, U.S. Government Printing Office. This 5 page booklet offers tips to the young adult EMR on ways to look for a job. Teacher's manual available.

How To Hold Your Job, John Day Company. Teacher's Manual and workbook offering practical information and guidelines for holding a job.

If You're Not Going To College, 9-12, SRA. This book provides information on occupational possibilities, education, and training available for those not planning to attend college.

I Want A Driver's License, Ferne Tripp. A worktext designed to assist the non-academic in preparing himself for a job.

I Want A Job, Frank Richards Publications. Forms and procedures essential for job applications.

I Want A Job, United Transparencies, Inc., 1964. 15 Transparencies and workbook.

Jerry Works In A Service Station, Fearon Publishers. A story of a teenage high school graduate who gets hired as a service station attendent, and how Jerry prepared himself for the job.

Job Experience Kit, 8-12, SRA. A collection of work simulation experiences in twenty representative occupations. Highly effective in generating student interest in career exploration.

Job Family Series Booklets, 7-12, SRA. These booklets illustrate how different jobs are related through common factors, satisfying similar interests for instance, or requiring similar skills. 20 booklets.

Jobs In Your Future, Scholastic Book Company. A worktext to aid in preparing the student for the world of work.

Junior Guidance Series Booklets, 6-9, SRA. These illustrated booklets provide educational, vocational, personal and social guidance for the junior high school student. 20 booklets, 40 pages in length. Paper.

Lawson Training Kit, Gary D. Lawson. A kit consisting of four units — money, signature, survival words, and foods. Accompanying manual suggests uses for the 23 - 9" x 11" cards.

Learn How To Study, 4-7, SRA. See previous description.

Looking Toward High School, 7-9, SRA. Informative activity test answers key questions about high school and encourages the student in planning his career.

Measure, Cut, and Sew. Holt, Rinehart and Winston. A paperback book which is a step by step guide to sewing. Such topics as alteration, commercial patterns, materials and other are covered.

Money, Credit, Banking, Amidon and Associates. A consumable worktext concerning money, credit, and banking.

Money Makes Sense, Fearon.

New Rochester Occupational Reading Series, 9-12, SRA. Provides both reading instruction and information about the world of work. Mature in content but scaled as low as second grade reading ability, the series emphasizes in story form the attitudes and skills that lead to success on the job and in society.

Occupational Exploration Kit, 0-12, SRA. Provides students with a systematic personalized approach to job investigation.

Occupational Notebook Program and Teacher's Guide, Research Press. This program will serve as the basis for a practical job preparation course for retarded or limited students. The student's notebook, when completed, will serve as a written record and compendium of the students skills and attitudes; featuring sections on job vocabulary, specific skills, nature of work, employer and employee relationships, job qualifications, job applications, use of the telephone, personal grooming, use of public transportation, and many others. Teacher's Guide also available.

Occupational Outlook Handbook, U.S. Department of Labor. A book on all types of occupations; information concerning each trend in population and employment.

On The Job, Frank E. Richard. A sequel to **I Want A Job.**

Paycheck: What Mike, Ralph and Lou Learned About Their Take Home Pay, Follett Publishing Company. This book shows how gross pay is computed and how deductions are made on salaries.

Photography, Random House. Teacher reference or student recreational reading.

Planning Meals and Shopping, Fearon Publishing Company.

Planning My Future, 7-8, SRA. Text contains self-administered tests and inventories that help guide students in making preliminary educational as well as vocational decisions.

Prevocational Workbook and Instructor Guide, Texas Education Agency. See previous description.

Programmed Elementary Typing, 7-9, R. E. E. Publishing Company.

Retail Salesclerk Yardgoods, Follett Publishing Company. This book explores the daily work of the retail yardgoods clerk. It shows how communication skills and math are used in the world of work.

Road Signs, One Hundred and Twenty Authentic, Fern Tripp. See previous description.

Skill Text For Young Drivers, Special Service Supply.

Snip, Clip, and Stitch, Research Press. Designed as a homemaking course for mentally retarded girls.

Target Series, Mafex Associates, Inc. A series of student texts, workbooks, and teacher's guides divided into three phases: **Citizenship, Employment, Family Living And Business.**

Teenagers At Work, Allen Company. A worktext based on seven work situations; school cafeteria, gas station, bakery, supermarket, shipping clerk, hospital aide, and doughnut shop helper. Suitable for pupils in a work-study program.

Teenagers Prepare For Work, Allen Company. Worktext covering many jobs which includes useful information on various topics.

Teen-Guide To Homemaking, Webster Division/McGraw Hill Book Company. Lessons are suitable for boys and girls both, with emphasis on skills needed in a home where adults work. Highly illustrated with black and white photographs with some color photographs.

The Happy Housekeepers, Frank E. Richards.

The Joy of Woodworking, Random House. Teacher reference or supplementary reading for the student.

The World of Work: You and Success, R.E.H. Publishing Company. A workbook and teacher's manual designed to strengthen the student's functional vocabulary with words he must be acquainted with to obtain and keep a job.

A new program written for the educable student in a special education program. Excellent material for the student who may be terminal or a potential drop-out. Books are classroom tested and based on the needs of both students and teachers involved in special education programs. Topics are selected to provide meaningful growth in understanding. Discussion approach is built into each lesson. Abundance of practice following each lesson. Independent Unit Testing Program.

The World of Work, Your Job and Success
Teacher's Edition
Independent Unit Tests for above
The World of Work, You and Success
Teacher's Edition
Independent Unit Tests for Above

To Be A Good American Series, Fearon Publishing Company. A series of four worktexts designed to develop good citizenship.

Turner Career Guidance Series, Follett Publishing Company. A series of six workbooks providing a program in career planning.

Wanting A Job
Training For A Job
Starting A Job
Looking For A Job
Holding A Job
Changing A Job

Turner Livingston Communication Series, Follett Publishing Company.

The Television You Watch
The Language You Speak
The Newspapers You Read
The Letters You Write
The Movies You See
The Phone Calls You Make
Teacher's Guide

Typing For The Handicapped Series One. One Hand Typing Step by Step, R.E.H. Publishing Company. For persons with less than five fingers on each hand.

Understanding The Automobile, Follett Publishing Company. a worktext that discusses nine systems of the automobile.

Using Money Series, Frank E. Richards. Four worktexts designed to teach processes involving money.

Book I — Counting My Money
Book II — Making My Money Count
Book III — Buying Power
Book IV — Earning, Spending, and Saving

Vocational English and English on the Job, Globe Book Co. English needed in preparation for the world of work.

What Job For Me? Series, Webster Division/McGraw Hill Book Company. A series of 18 books written at a fourth grade reading level that can be used in vocational education or remedial reading.

Charles the TV Repairman
Cool It, Man!
John, The Second Best Cook In Town.
Frank The Vending Machine Reparirman
Carmen the Beautician

Nick the Waiter
Ginny The Office Assistant
Judy the Waitress
Betty and Her Typewriter
Joe the Salesman
Timo the Draftsman
Phil the File Clerk
Tom the Merchant Seaman
Keep It Clean
Sandy the Lineman
Burt the Policeman
Ned the Taxicab Driver

Woodworking, Random House. For teacher reference or supplementary reading for the student.

Workshop Planning Sheets. R.E.H. Publishing Company pad of planning sheets, each sheet organized under headings such as materials needed for projects, tools used, etc.

You Learn To Type, McGraw Hill. Manual for slow learners in easy language. Seventy lessons. Notes to the coach are printed in red in the margin.

You and Your World, Fearon. A worktext featuring activities from the home, school, community, and country.

Your Checking Account, Amidon and Associates. A worktext dealing with banking information.

FILMS

Avid Corporation

Employment Opportunities
Work Habits and Attitudes
Safety, Health, Citizenship
World of Work

Eye Gate Hours
America At Work

Basic Electrical Principles, 7-12, SVE.

Basic Tools for Woodworking, 7-12, SVE.

Business Filing, 9-12, SVE.

Car Care for Safety. Filmstrips and tape reels. Even Gate House. A series of filmstrips with tape recordings which teach responsibility for safety on the road which includes good driving habits and good car maintenance habits. Includes 8 color filmstrips and 8 standard size tape reels and teacher's manual.

Community Helpers — 8 mm films. Potter's Photographic Applications Company, Mineola, N.Y. The Bus, The Service Station, Shipper, The Butcher, The Paper Boy, The Airport, and Fuel Supply.

Electricity At Work, 7-12, SVE.

Job Opportunities Now, 7-12, SVE.

Learning To Use A Sewing Machine, 7-12, SVE.

Metalworking, 7-12, SVE.

Occupational Education. Eye Gate House
The Job Interview.
Stocker In A Supermarket.
Fixing A Flat Tire.
The Waitress.

How To Use A Checkbook.

The Variety Store
The School Cafeteria Worker
The Nurse's Aid
The Gas Station Attendent

Opportunities, 7-12, Eye Gate.

Portable Power Tools, 7-12, SVE.
Shop Safety, 9-12, Coronet.

The ABC's of Getting and Keeping A Job, 7-12, Eye Gate.

The Wonderful World of Work: Vocational Opportunities, 7-12, Eye Gate House.

Your Future Series. Guidance Associates.

ADDITIONAL INSTRUCTIONAL MATERIALS USED AT BROOKE HIGH SCHOOL

Corcoran, Eileen Lynch. **Rights and Duties of Citzens [Book One].** Phoenix, N.Y.: Frank E. Richards, 1964.

Corcoran, Eileen Lynch. **Rights and Duties of Citzens [Book Two]** Phoenix, N.Y.: Frank E. Richards, 1965.

Corcoran, Eileen Lunch. **Rights and Duties of Citizens [Book Three].** Phoenix, N.Y.: Frank E. Richards, 1970.

Kahn, Charles H., J. Bradley Hanna. **Using Dollars and Sense.** Belmont, California: Fearon Publishers, 1963.

Kahn, Charles H., Sylvia K. Herring, Robert Tong. **Measure Up.** Belmont, California: Fearon Publishers, 1968.

Mooney, Thomas J. **Arithmetic That We Need.** Phoenix, N.Y.: Frank E. Richards, 1969.

Prevo, Helen. **Manners.** Phoenix, N.Y.: Frank E. Richards Publishing Co, Inc. No Date.

Wool, John D., Raymond J. Bohn. **Useful Arithmetic [Vol. 1].** Phoenix, N.Y.: Frank E. Richards Publishing Company Inc. 1972.

Shawn, Bernard. **Foundations of Citizenship [Book 1].** Phoenix, N.Y.: Frank E. Richards Publishing Comany Inc. 1971. (Hard book)

Gordon, Sol. **Facts About Sex.** New York: John Day Co. (For EMR)

Better Floor Care. Saint Paul, Minnesota: Multi-Clean Products, (Divsion H.B. Fuller Company) No date.

Specialized Program for W.T. Grant Co. Long Island City, N.Y.: West Chemical Products, Inc. No date. (Building Maintenance)

Cronan, Marion L., June Atwood. **First Foods,** Peoria, Ill: Chas. A. Bennett Co., Inc. 1971.

Reiff, Florence M. **Steps in Home Living.** Peoria, Ill: Chas. A. Bennett Co., Inc. 1971.

Occupational Exploration Kit (0-12) SRA.

STATE, REGIONAL, AND FEDERAL INSTRUCTIONAL MATERIALS CENTERS

WVU Special Education Instructional Materials Center. Iva Dean Cook, State Coordinator. Kanawha Valley Graduate Center, Nitro, W.Va.

Regional Special Education Instructional Materials Center, University of Kentucky, Lexington, Kentucky. William Berdine.

U.S. Department of Health, Education & Welfare, Office of Education, Educational Resources Information Center, Washington, D.C. (ERIC)

APPENDIX J

WORK FOR HANDICAPPED	BROOKE	HANCOCK	OHIO	JEFFERSON	TOTAL
1. Building Maintenance (Inside & Outside) Custodial	126	29	85	82	322
2. Factory Production (Light Industry) Paper, Glass, Plastics, Metal Fabrication	273	11	193	77	554
3. Food Services	85	86	27	6	204
4. Delivery Services	54	8	60	48	170
5. Nurses Aide	22	53	--	--	75
6. Domestic Service	20	50	5	4	79
7. Oiler and Rough Repairman	34	1	24	22	81
8. Auto & Truck Related Services - Filling Station Attendant, Mechanic Helper, Body Repair Helper	38	24	17	72	151
9. Farm, Parks, Recreation Services	29	--	77	5	111
10. Construction Helpers	30	12	21	14	77
11. Car and Truck Wash	4	2	2	2	10
12. Public Service (streets, etc.)	--	16	--	--	16
TOTAL	715	292	511	332	1850

APPENDIX K

JOB ANALYSIS FORM

The following several pages are devoted to the form developed by Raymond B. Greer at Upper Bucks County Technical School, Pennsylvania, for use in Occupational-Transitional Education for Disadvantaged and Handicapped Students.

This particular form has characteristics that offer a wide variety of relevant information needed to help the student make the transition from school into the world of work. Some of the values are as follows:

1. Job profiles can be derived from information collected via the job analysis.
2. The job analysis format stimulates development of a student pre-vocational evaluation based on identified characteristics.
3. The job analysis form delineates specific job characteristics of use in assisting the student in vocation choice and job placement.
4. Information collected can be used for curriculum development.
5. The form is sophisticated to the extent that it may be used in connection with a great variety of jobs.
6. The job analysis format aids in the identification of job opportunities in the community.
7. The job analysis format helps establish personal contact and a dialogue with managerial personnel in order to collect the relevant information.
8. The job analysis format affords maximum opportunity to formulate numerous job descriptions through task analysis.
9. The job analysis format gives rise to job-person matching potential.
10. The job analysis format exposes the instructor to the opportunity of helping the student develop basic skills in numerous occupations.

BROOKE COUNTY SCHOOLS

Job Analysis

Business Identification:

Date:

Job Title:

Description of Duties:

Working Conditions

inside	outside	_____
noisy	quiet	_____
dirty	dusty	_____
clean	messy	_____
wet	dry	_____
damp	humid	_____
hot	cold	_____
air conditioned	changes	_____
high places	low places	_____
alone	assembly line	_____
with others	around others	_____
odorous		_____
other (hazards, etc.)		_____

_____

Job Characteristics

required adjustment to situation change

none minimal moderate considerable

required performance of a routine

a. overall or general operating routine n m m c

b. branch or sub-routines n m m c

amount of independent functioning required n m m c

amount of pressure on employee n m m c

a. supervisory n m m c

b. production n m m c

c. peer n m m c

d. other _____ n m m c

amount of contact with persons other than employees n m m c

(who) _____

amount of initiative required n m m c

amount of initiative required n m m c

responsibility (safety, equipment, etc.) _____

_____

recommended type of dress _____

evaluation process: _____

Skill Requisites

A. Coordination
1) Walking
2) Standing
3) Maneuverability (moving about in close quarters around obstacles, etc.)
4) Climbing stairs
5) Climbing ladder, trees, etc.
6) Crawling
7) Crouching
8) Kneeling
9) Stooping
10) Bending
11) Leaning
12) Stretching (on tip of toes, etc.)
13) Reading
14) Lifting— to 10#, 10-25, 25-50, 50-75, 75-100, 100+
15) Carrying
a. distances up to 15'
b. distances greater than 15'
16) Pushing — to 10#, 10-25, 25-50, 50-75, 75-100, 100+ (cart, dolly, hand truck, etc.)
17) Pulling — to 10#, 10-25, 25-50, 50-75, 75-100, 100+
18) Twisting — wrist, apendages, trunk
19) Turning
20) Hands used together — both one: right-left
21) Hand/foot — both, 1ft/lft, rt/rt, lft/rt, rt/lft.
22) Feet used — together, both, one: right-left

B. Dexterity
1) Fingering (buttoning-unbuttoning, knotting, unknotting, turning nut on bolt, etc.)
2) Manipulation (use hand tools, turning or twisting objects).
3) Positioning
4) Grasping (prehension)
5) Thumb-finger opposition

C. Kinesthetic
1) Pressure sensitivity
2) Touch
3) Muscular cues
4) Tactile discrimination

D. Physical Demands
1) Walking
2) Standing
3) Strength
4) Endurance

II. Conceptual

A. Math
1) Counting
2) Basic Processes:

none minimal moderate considerable

	Addition	Subtraction	Multiplication	Division
not applicable				
basic or fundamental				
decimals				
fractions				
percent				

3) Measurement:
   a) linear— fractions of inch, feet, yards, miles — with conversion
   b) liquid — cups, pints, quarts, gallons — with conversions
   c) dry/weight — cups, ounces, pounds, tons, bushels with conversions
   d) other

4) Sales tax computation: Chart, mathematical computation

5) Money: Change making, counting, interpreting: Written/oral

6) Reading of
   a) graph _____
   b) chart _____
   c) dial _____
   d) scale _____
   e) other _____

7) Time: Minutes, hours, computation, fractional parts of hour 1/4, 1/2, 1/6, 1/10, 1/60, .00.

8) Other _____

B. Reading

1) Alphabetizing
2) Addresses
3) Letters
4) Messages
5) Invoices
6) Packing slips
7) Purchase orders
8) Order forms
9) Patterns
10 Drawings
11) Labels
12) Directions (recipes, explanations, work orders, etc.)
13) Schedules
14) Report Forms
15) Other _____

C. Writing

1) Copying
2) Production records
3) Messages
4) Bills of Sale
5) Reports
6) Addresses
7) Packing slips
8) Requisitions or purchase orders
9) Labels
10) Directions (recipes, explanations, work orders, etc.)
11) Other _____

III. Other

A. Oral Communication

1) None required

2) Socialization with non-employees

3) Requesting information, etc.

4) Providing information, etc.

B. Oral direction given none minimal moderate considerable

C. Visual Cues

D. Auditory Cues

Entry Requirements

Physical examination no yes responsibility-employer/employee

employment test no yes

list with cutoff score _____

_____

_____

educational or training background

none specified

High school diploma preferred/required

previous work experience preferred/required

related training/work experience preferred/required

probationary period no yes length _____

union membership no yes optional

other _____

Advancement Potential: none minimum moderate considerable

explain _____

Requirements for advancement

3) additional education or training _____

b) moderate (stable market, no immediate change foreseen)

c) excellent (great demand or rapidly opening area)

Availability of Personnel

shortage steady supply oversupply

Wages or Earnings

hourly salary piecework commission

weekly biweekly semimonthly

Related Occupations

Implications for Handicapping Conditions

Hands:

both — full use

use of thumb and _____ fingers

use of only _____ fingers

use of thumb and part of at least _____ fingers

use of part of all least _____ fingers

right — full use

use of thumb and _____ fingers

use of only _____ fingers

use of thumb and part of at least _____ fingers

use of part of at least _____ fingers

left — full use

use of thumb and _____ fingers

use of only _____ fingers

use of thumb and part of at least _____ fingers

use of part of at least _____ fingers

necessary special adjustments

Arms:

both— full use use below elbow use above elbow none

right— full use use below elbow use above elbow none

left — full use use below elbow use above elbow none

necessary special adjustments

Feet:

both— full use presence necessary but movement not needed none

right — full use presence necessary but movement not needed none

left — full use presence necessary but movement not needed none

necessary special adjustments

Hearing

Vision

Conditions Limiting Employability

Curriculum Considerations:

Materials _____

_____

_____

_____

_____

_____

Equipment _____

_____

_____

_____

Time, Space, Instructor, Approach, Student Evaluation, Unit Components, Related Coursework, etc.

APPENDIX L

DICTIONARY OF OCCUPATIONAL TITLES FOR WORK EXPERIENCE AREAS IN BROOKE COUNTY

	DOT	U.S.O.E. CODE
Building and Ground Maintenance	38.000	17.1100
Porters and Cleaners	381.000	
Men & Women Porters and Cleaners	381.887	
Janitoral	382.000	17.1100
Janitor	382.884	
Custodial (Grounds)	407.884	01.0504
	407.887	01.0602
Food and Beverage Preparation & Service	31.000	17.2900
Waiters, Waitresses and Related Food Serv. Occupations	311.000	17.2904
Bus Boy and Bus Girl	311.878	17.2904
Cooks Helper; Dishwasher; Kitchen Helper	317.887	17.2902
Factory Production		
Sheet Metal Worker	804.281	17.2305
Sheet Metal Worker (Helper) Fabricating Shop	804.886	17.2304
Paper Bag Worker	641.886	
Paper Worker (Cones)	794.887	
Plastics Worker (Containers-food)	559.887	
Glass (Novelty and Lamps)	576.000	
Lamps (Worker general)	953.886	
Carrying In & Carrying Over	772.887	

APPENDIX M

SAMPLE JOB DESCRIPTIONS

Metal Fabrication
[Long Terne Roofing]

The following several pages present typical job descriptions for metal fabrication in Brooke County. Long Terne Roofing is considered to be a medium light industry in the smaller size mill.

As can be noted, the chief requisite for these types of jobs is one of physical stamina and coordination. Simple counting, reading directions, filling in information on job cards are also necessary.

The manager of this plant believes that many mentally handicapped persons would be able to do a good job in this line if they had tool and machine training in the high school vocational program.

Several other lighter metal fabricating factories in the county present even better opportunities for the handicapped as well as the paper, glass, and plastic industries.

Job Descriptions courtesy of Follansbee Steel Corporation, Follansbee, West Virginia.

JOB DESCRIPTION Follansbee Steel Corp.

Department	Strip & Roofing	**Standard Code**	
Sub Division	Long Terne Slitting	**Standard Title**	Shearman - Rotary (Coil)
Plant	Follansbee	**Plant Title**	Shearman - Slitting - Long Terne
Date	June 22, 1948	**Plant Code**	

Primary Function

Operate Rotary Slitter to slit roll roofing into specified widths.

TOOLS & EQUIPMENT: Rotary Slitter with accessories, uncoiler, twin recoilers, small hand tools, etc.

MATERIALS - USED: Coated and painted roll roofing rolls in various widths and gauge.

PRODUCED: Rolls of roll roofing slit to specified widths.

SOURCE SUPERVISION: Turn Foreman.

DIRECTION EXERCISED: Directs work of two (2) Catchers and a Transferman.

WORKING PROCEDURE:

Manually lift roll from buggy to feed table.

Position coil end into shear by hand.

Operate slitter by means of a foot control to thread slit ends over supporting table to recoiler. Must coordinate actions at controls with Catchers while threading to recoiler.

Operates slitter by foot control to run rest of roll through slitter.

The above procedure is repeated for each roll.

Measure and/or adjust knives for proper cut.

Direct Transferman to move buggies of unslit coils to feed table, and remove empty buggies.

Change and grind shear knives when necessary.

Clean and lubricate slitter.

Follows all plant and job safety regulations.

The above statement reflects the general details considered necessary to describe the principal functions of the job identified, and shall not be construed as a detailed description of all of the work requirements that may be inherent in the job.

JOB DESCRIPTION

Department	Terne Department	**Standard Code**	
Sub Division	Truck	**Standard Title**	Truck Driver
Plant	Follansbee	**Plant Title**	Truck Driver & Laborer
Date		**Plant Code**	

Primary Function

Operates truck, driving in and out of plant carrying freight, supplies, and miscellaneous material.

TOOLS & EQUIPMENT: Truck, shovel, tire tools, etc.

MATERIALS USED: Any material or equipment that is hauled.

PRODUCED: None

SOURCE OF SUPERVISION: Foreman

DIRECTION EXERCISED: Directs the work of a helper

WORKING PROCEDURE:

Drives truck for moving machinery, lumber, bricks, crates, skids, scrap, etc. around plant.

Picks up freight at freight depot, and trucks rolls to outside repair shop for grinding.

Hook and unhook for crane as necessary.

Operate dump truck to haul dirt, ashes, and sand, etc.

Does own loading and unloading.

Uses truck to shift railroad cars.

Changes tires, makes routine repairs, and assists in major repairs.

Makes out "Daily Truck Report" showing truck number, job, time, name, etc.

Must have chauffeurs license.

Follows all plant and job safety regulations.

Inspects, checks oil, water and gas.

It is understood that the general conditions of the Company's operations require the truck driver to be assigned to various positions and duties as needed.

The above statement reflects the general details considered necessary to describe the principal functions of the job identified, and shall not be construed as a detailed description of all of the work requirements that may be inherent in the job.

JOB DESCRIPTION Maintenance Helper

Department	Long terne	**Standard Code**	
Sub Division		**Standard Title**	Maintenance Helper
Plant	Follansbee Steel Corporation	**Plant Title**	Maintenance Helper
Date	October 26, 1970	**Plant Code**	

Primary Function

To assist in the maintenance of equipment and make routine repairs and to perform other work as required.

TOOLS AND EQUIPMENT: Wrenches, hammers, bars, hand dies, chisels, hacksaw, chain blocks, grinder, drill press, grease gun, etc.

MATERIALS USED: All equipment in the Long Terne Department.

PRODUCED: Repaired equipment.

SOURCE OF SUPERVISION: Department Supervisor and the Maintenance Man.

DIRECTION EXERCISED: None

WORKING PROCEDURE:

Assists in the erecting of pipe lines in the plant.

Uses wrenches to remove and erect pipe components.

Cut and thread pipe as directed.

Oils and greases all equipment as directed.

Repairs roof and drainage equipment.

Assists maintenance man and electrician in repairing, installing, and replacing, machinery and equipment.

Follows all plant and job safety regulations.

This job description and classification voids job description and classifications #5068, 5078, and 3027.

The above statement reflects the general details considered necessary to describe the principal functions of the job identified, and shall not be construed as a detailed description of all of the work requirements that may be inherent in the job.

JOB DESCRIPTION

Department	Strip & Roofing	**Standard Code**	5801 - BK - 0210 (CWSB)
Sub Division	Coil Warehouse	**Standard Title**	Loader - Sheets or Coils
Plant	Follansbee	**Plant Title**	Carloaders - Strip & Roofing
Date	April 6, 1948	**Plant Code**	

Primary Function

Loads and braces coils into cars for shipping.

TOOLS & EQUIPMENT: Hatchet, various banding machines, sealers, etc.

MATERIALS - USED: Lumber, nails, bands, seals, coils, seamless terne, etc.

PRODUCED: Loaded car ready for shipment.

SOURCE OF SUPERVISION: Turn Foreman.

DIRECTION EXERCISED: None

WORKING PROCEDURE:

Receives instructions from Turn Foreman as to type of car to be loaded (for seamless terne only) and what type bracing to use (for all cars).

Railroad Cars:

Moves materials and equipment to car. Places bands, bulkheads, cardboard, etc. Nails bracing and ties and clamps bands; closes and seals car doors.

This procedure is repeated for each car loaded.

Follows all plant and job safety regulations

The above statement reflects the general details considered necessary to describe the principal functions of the job identified, and shall not be construed as a detailed description of all of the work requirements that may be inherent in the job.

JOB DESCRIPTION

Department	Strip & Roofing	**Standard Code**	5801 - BK - 0250
Sub Division	Long Terne Shipping	**Standard Title**	Operator Tractor (Loading)
Plant	Follansbee	**Plant Title**	Tractor Operator - Long Terne
Date	July 7, 1948	**Plant Code**	Shipping

Primary Function

Operates automatic gas-electric lift tractor to handle roll roofing in long terne shipping department.

TOOLS & EQUIPMENT: Automatic gas-electric tractor, hand tools, etc.

MATERIALS - USED: Roll roofing of various widths.

PRODUCED: None

SOURCE OF SUPERVISION: Turn Foreman

DIRECTION EXERCISED: None

WORKING PROCEDURE:

Operated gas-electric lift tractor to handle roll roofing in Long Terne Shipping Department.

Stocks boxes of roll roofing in the Long Terne warehouse.

Loads buggies with boxes of roll roofing for transporting to box cars.

Stacks empty boxes for further use.

Transports boxes of roll roofing from Long Terne Painting area to Long Terne Warehouse.

Keeps tractor services at all times with gas, oil, and water.

Follows all plant and job safety regulations.

The above statement reflects the general details considered necessary to describe the principal functions of the job identified, and shall not be construed as a detailed description of all of the work requirements that may be inherent in the job.

JOB DESCRIPTION Follansbee Steel Corp.

Department	Strip & Roofing	**Standard Code**	5801 - BC - 0280
Sub Division	Long Terne Painting	**Standard Title**	Operator - Coil Painting
Plant	Follansbee	**Plant Title**	Stamper - Long Terne Painting
Date	June 22, 1948	**Plant Code**	

Primary Function

Operates stamping press and guides roll roofing rolls through paint machine

TOOLS & EQUIPMENT: Foot stamping press, paint machine with accessories, wrench, scraper, hammer, dipper, etc.

MATERIALS - USED: Rolls of terne coated roll roofing, paint, naptha, etc.

PRODUCED: Roll roofing painted on one or both sides.

SOURCE OF SUPERVISION: Turn Foreman.

DIRECTION EXERCISED: Directs work of a Feeder, two Catchers, an Edger, and a Transferman.

WORKING PROCEDURE:

Painting two sides;
Guides end of roll through tank under roller, raise smoothing block and feed roll up to brushes.

Adds paint to tank using dipper from drum.

Painting one side: Feeds roll end across support under smoothing block to brushes.

Adds paint directly to strip using dipper from drum.

The above procedures are repeated for each roll.

Passes strip under stamping press and trips with foot lever periodically for embossed stamp. Adjust brushes by blocking up as necessary. Adds naptha to paint as required for proper drying.

When changing from painting two sides to painting one side, set sheet support over tank to allow strip to pass directly under smoothing block and through brushes. Change dies in stamping press as directed. Replace flannel on smoothing block as needed. Makes a brush block by strapping and nailing several brushes together.

Handles chemical fire fighting apparatus in case of fire.

Cleans out tank as necessary.

Follows all plant and job safety regulations.

The above statement reflects the general details considered necessary to describe the principal functions of the job identified, and shall not be construed as a detailed description of all of the work requirements that may be inherent in the job.

JOB DESCRIPTION Follansbee Steel Corporation

Department	Strip & Roofing	**Standard Code**	5801 - BC - 0110
Sub Division	Long Terne Painting	**Standard Title**	Feeder - Stripper - Coil Painting
Plant	Follansbee	**Plant Title**	Feeder - Long Terne Painting
Date	June 22, 1948	**Plant Code**	

Primary Function

Positions rolls for Stamper and hooks roll end to conveyor.

TOOLS & EQUIPMENT: Scraper, paint brush, paddle, hooks, etc.

MATERIALS - USED: Rolls of terne coated roll roofing.

PRODUCED: Roll roofing painted one one or both sides.

SOURCE OF SUPERVISION: Turn foreman and/or Stamper.

DIRECTION EXERCISED: None

WORKING PROCEDURE:

Positions rolls for Stamper on feed table.

Moves to conveyor and positions bent end of roll in hook and fastens on conveyor rod.

Brushes paint on bare spots as needed.

Keeps mixed in drum by stirring manually with a paddle.

Adds paint as necessary or as directed by Stamper. Paint is carried from drum in a bucket.

Helps Edger move and locate buggies.

Works with Stamper to clean out tank, set in sheet support, and smoothing block when changing from painting two sides to painting one side. The process is reversed when changing from painting one side to painting two sides, and tank is filled by dipping paint from drum to tank.

Assists in preparing equipment at start of turn, in set ups, and in cleaning up.

Follows all plant and job safety regulations.

The above statement reflects the general details considered necessary to describe the principal functions of the job identified, and shall not be construed as a detailed description of all of the work requirements that may be inherent in the job.

JOB DESCRIPTION Follansbee Steel Corporation

Department	Strip & Roofing	**Standard Code**	
Sub Division	Long Terne Painting	**Standard Title**	
Plant	Follansbee	**Plant Title**	Edger - Long Terne Painting
Date	June 23, 1948	**Plant Code**	

Primary Function

Operates foot power bender to prepare roll ends for hooking to conveyor.

TOOLS & EQUIPMENT: Foot power bender, snips, wrench, bucket, etc.

MATERIALS - USED: Rolls of terne coated roll roofing, naptha, etc.

PRODUCED: Roll roofing painted on one or both sides.

SOURCE OF SUPERVISION: Turn Foreman and/or Stamper.

DIRECTION EXERCISED: None

WORKING PROCEDURE:

Remove wires from rolls.

Operate foot power bender to bend end of roll edge, and place roll on stand for Feeder.

Positions buggies of rolls and moves away empty buggies.

Handles drums of naptha on outside dock and fills buckets with naptha to carry to Stamper for mixing paint.

Assists in preparing equipment at start of turn, in set ups, and in cleaning up.

Follows all plant and job safety regulations.

The above statement reflects the general details considered necessary to describe the principal functions of the job identified, and shall not be construed as a detailed description of all of the work requirements that may be inherent in the job.

JOB DESCRIPTION Follansbee Steel Corporation

Department	Strip & Roofing	**Standard Code**	5801 - BC - 0285
Sub Division	Long Terne Painting	**Standard Title**	Operator Helper - Coil Painting
Plant	Follansbee	**Plant Title**	Catcher - Long Terne Painting
Date	June 22, 1948	**Plant Code**	

Primary Function

Operates recoiler to roll up painted rolls and prepare for shipment.

TOOLS & EQUIPMENT: Recoiler, snips, wrench, stencil and brush, buggies, etc.

MATERIALS - USED: Rolls of terne coated roll roofing, stencil, paint, wire, etc.

PRODUCED: Roll roofing painted on one or both sides.

SOURCE OF SUPERVISION: Turn foreman and/or Stamper.

DIRECTION EXERCISED: None

WORKING PROCEDURE:

Catches end of painted sheet, removes hook, and clamps end of strip in recoiler. Stops and starts conveyor as necessary.

Release recoiler and move roll to stand.

Ties roll with wire, stencil, and load roll onto buggy.

Lay out wire for next roll.

The above procedure is repeated for each roll.

Check strip for proper drying and adjusts conveyor speed accordingly.

Adjusts recoiler for changes in roll width.

Cuts lengths or tying wire as necessary.

Records number of rolls by size and kind and keeps crew time and check numbers.

Two catchers alternate in handling rolls from conveyor.

Assists in preparing equipment at start of turn, in set ups, and in cleaning up.

Follows all plant and job safety regulations.

The above statement reflects the general details considered necessary to describe the principal functions of the job identified, and shall not be construed as a detailed description of all of the work requirements that may be inherent in the job.

JOB DESCRIPTION Follansbee Steel Corp.

Department	Strip & Roofing	**Standard Code**	
Sub Division	Long Terne Slitting	**Standard Title**	Catcher - Miscellaneous
Plant	Follansbee	**Plant Title**	Catcher - Long Terne Slitting
Date	June 22, 1948	**Plant Code**	

Primary Function

Operate recoiler to recoil slit rolls of roll roofing.

TOOLS & EQUIPMENT: Recoiler, stencil equipment, etc.

MATERIALS - USED: Rolls of roll roofing slit to specified widths, wire, etc.

PRODUCED: Wire bound and stenciled rolls of roll roofing.

SOURCE OF SUPERVISION: Turn foreman and/or Shearman (Slitter).

DIRECTION EXERCISED: None

WORKING PROCEDURE:

Grasp roll ends and thread into recoiler slots.

Wait for slitting operation to be completed.

Operate band lever to release rolls from recoiler.

Rolls are bound with wire and stenciled.

Rolls are loaded into buggies manually.

The above procedure is repeated for each roll.

Adjust recoiler for correct slit size.

Assist in cleaning and lubricating slitter.

Follows all plant and job safety regulations.

The above statement reflects the general details considered necessary to describe the principal functions of the job identified, and shall not be construed as a detailed description of all of the work requirements that may be inherent in the job.

JOB DESCRIPTION Follansbee Steel Corp.

Department	Strip & Roofing	**Standard Code**	5001 - BC - 0216
Sub Division	Long Terne Coating	**Standard Title**	Inspector - Coating
Plant	Follansbee	**Plant Title**	Inspector - Long Terne Coating
Date	June 22, 1948	**Plant Code**	

Primary Function

Inspects and classifies coated strip as it passes on conveyor.

TOOLS & EQUIPMENT: Mirror, stamp, rags, etc.

MATERIALS - USED: Uncoiled strip of terne coated roll roofing, kerosene.

PRODUCED: Inspected terne coated roll roofing.

SOURCE OF SUPERVISION: Turn Foreman and/or Tinner.

DIRECTION EXERCISED: none

WORKING PROCEDURE:

Two (2) Inspectors work as a team, one inspecting the top side and one inspecting the bottom side.

Inspecting top side:

Inspects top side of strip noting defects such as black edges, pinchers, crimped edge, flux burn, holes, smooth coating, blisters, etc.

Marks strip for Recoiler's information as to disposition as indicated by defects, also marks strip for process.

Releases leveler ro pass base sheet as necessary.

Inspecting bottom side:

Inspects bottom side of strip by use of mirror, and advises other Inspector of defects.

Records whether strip is satisfactory or type of defect as noted by other Inspector's mark on sheet.

The above procedure is repeated for each roll.

The two Inspectors wipe off conveyor cones with kerosene and rags as necessary.

Follows all plant and job safety regulations.

The above statement reflects the general details considered necessary to describe the principal functions of the job identified, and shall not be construed as a detailed description of all of the work requirements that may be inherent in the job.

JOB DESCRIPTION Follansbee Steel Corporation

Department	Strip and Roofing	**Standard Code**	
Sub Division	Long Terne Coating	**Standard Title**	Pot Tender
Plant	Follansbee	**Plant Title**	Handyman
Date	October 10, 1969	**Plant Code**	

Primary Function

Watches pot on non-production turns, does manual labor.

TOOLS & EQUIPMENT: Ladle, polishing stick, emery paper, broom, shovel.

MATERIALS - USED: None

PRODUCED: None

SOURCE OF SUPERVISION: Turn Foreman

DIRECTION EXERCISED: None

WORKING PROCEDURE:

Transfer metal from storage.

Add metal when instructed.

Opens valve and starts pump to add palm oil as required by temperature or may drain solution out if too cold.

Polishes rolls with stick and emery paper.

Sweeps and cleans equipment and floors.

Removes rolls when instructed.

Performs manual labor.

Follows all plant and job safety rules.

The above statement reflects the general details considered necessary to describe the principal functions of the job identified, and shall not be construed as a detailed description of all of the work requirements that may be inherent in the job.

JOB DESCRIPTION Follansbee Steel Corp.

Department	Strip & Roofing	**Standard Code**	
Sub Division	Long Terne Coating	**Standard Title**	
Plant	Follansbee	**Plant Title**	Catcher - Long Terne Coating
Date	June 21, 1948	**Plant Code**	

Primary Function

Catches end of coated sheets and pulls up over conveyor.

TOOLS & EQUIPMENT: Tongs, rags, face mask, etc.

MATERIALS - USED: Uncoiled strip of terne coated roll roofing, kerosene.

PRODUCED: Uncoiled strip of terne coated roll roofing to the conveyor.

SOURCE OF SUPERVISION: Turn Foreman and/or Tinner.

DIRECTION EXERCISED: None

WORKING PROCEDURE:

Catches end of strip with tongs as it emerges from the terne pot. Works on an over-head platform.

Drags end over conveyor cones to start sheet down to Inspectors and Coiler.

This procedure is repeated for each roll.

Assists in wiping off conveyor cones with kerosene and rags as necessary.

Follows all plant and job safety regulations.

The above statement reflects the general details considered necessary to describe the principal functions of the job identified, and shall not be construed as a detailed description of all of the work requirements that may be inherent in the job.

JOB DESCRIPTION Follansbee Steel Corp.

Department	Strip & Roofing	**Standard Code**	5801 - BC - 0300
Sub Division	Long Terne Coating	**Standard Title**	Operator, Coiler - Hot Dip Coils
Plant	Follansbee	**Plant Title**	Coiler - Long Terne Coating
Date	June 21, 1948	**Plant Code**	

Primary Function

Operates recoiler to roll up coated roofing.

TOOLS & EQUIPMENT: Buggies, wire, recoiler, etc.

MATERIALS - USED: Uncoiled strip of terne coated roll roofing.

PRODUCED: Rolls of terne coated roll roofing (.0108 thick - 50' - 100' long) and (.0146 thick - 50' - 100'.)

SOURCE OF SUPERVISION: Turn Foreman and/or Tinner.

DIRECTION EXERCISED: None

WORKING PROCEDURE:

Catches end of coated sheet and clamp in recoiler.

Releases recoiler and removes hot roll from recoiler.

Loads rolls into buggy or to any other location as indicated by Inspector's mark.

Wires rolls for shipment if they are not to be painted.

Positions empty buggies and moves full buggies away.

Follows all plant and job safety regulations.

The above statement reflects the general details considered necessary to describe the principal functions of the job identified, and shall not be construed as a detailed description of all of the work requirements that may be inherent in the job.

APPENDIX N

Name of School **BROOKE HIGH SCHOOL**

Curriculum **BUILDING AND GROUND MAINTENANCE SERVICE**
(A New Program)

Itemize equipment to be purchased. Separate by major and minor equipment. Major equipment has an acquisition cost of $100.00 or more.

New equipment to be purchased for replacement

New equipment to be purchased for a new curriculum

New additional equipment for an on-going curriculum

NAME OF ITEM	QUAN-TITY	UNIT COST	TOTAL COST	STATE OFFICE USE
1. EQUIPMENT [Major]				
Multi-Clean MC 19 Floor machine w/parts (polishing brush) w/1 scrubbing brush	1	429.00	429.00	
Multi-Clean Imperial 250 wet-dry-pick-up vacuum including the following accessories: 1 #800125 alum. wand 1 #804583 hose 1 #807237 16" carpet tool 1 #800139 14" squeegee tool 1 #805858 felt floor tool 1 #169127 12" flat crevice tool 1 #500379 5" dusting tool 1 #700029 Extension tube 1 #807136 Cloth Filter Assembly for dry pick-up 1 #807132 Gasket Ring for wet pick-up	1	422.00	422.00	
Carpetmaster 576 Carpet Sweeper	1	237.00	237.00	
Clarke LV-30 Litter Vac w/bag support	1	338.00	338.00	
CM-20 Clarke Carpet Shampooer	1	684.00	684.00	
300-Carpet Sweeper	1	118.00	118.00	
Tucker (Telescope) Window Brush	1	135.00	135.00	
Multi-Clean Twin Mopping Outfit	2		107.00	
		Total	2,470.00	

NAME OF ITEM	QUAN-TITY	UNIT COST	TOTAL COST	STATE OFFICE USE
I. EQUIPMENT [Minor]				
#18 Janitor Floor brushes w/handle	12		39.00	
#79 Scrapers	12		12.00	
Plastic Sprayers	18		18.00	
Chamois #2431	12		75.00	
Galvanized Pails 10 qt.	12		12.00	
Master Plungers	2		4.00	
Buffing, Scrubbing & Stripping Pads - 16"	3 cases		56.00	
12" Window Squeegees w/handles	12		33.00	
24 oz. Mop heads	12		15.00	
16 oz. Stick Mops	12		15.00	
424 Tu-Way Dust Mops 24" complete	12		70.00	
Senior Mop Handles #93	12		31.00	
Counter Brush	12		19.00	
Acid Resistant Bowl Swabs	12		4.00	
36 lb. Corn Brooms	12		23.00	
Dust Pans #601	12		27.00	
Floor Squeegees 24" w/handles	12		67.00	
#120 Mop Buckets	4		48.00	
Snakes (Drains) 12'	1		3.00	
Snakes (Drains) 25'	1		6.00	
Electric Hedge Trimmer	1		60.00	
Little Giant Eraser Cleaner	1		80.00	
Gasoline Powered Mower	1		75.00	

NAME OF ITEM	QUAN-TITY	UNIT COST	TOTAL COST	STATE OFFICE USE
I. Equipment [Minor] continued				
Propane Bernzamatic w/fittings	1		10.00	
Tree Pruner (Long handled)	1		12.00	
		Total	814.00	
II. Hand and Portable Tools [Major]				
Sanders, portable, electric 1/2"	1		86.00	
Scaffolding, aluminum 9'	1 sec		115.00	
		Total	201.00	
II. Hand and Portable Tools [Minor]				
Rules, folding, 6'	12	2.08	25.00	
Squares, try and miter, 8"	2	2.59	6.00	
Squares, framing, 16" x 24"	3		9.00	
Squares, tee bevel, sliding 8"	2	2.45	5.00	
Levels, aluminum 24"	2		9.00	
Plumbs	2		2.00	
Chisels, wood, 1/4", 1/2", 3/4", 1"	3 sets		30.00	
Chisels, cold, 1/2", 3/4", 1"	2 sets		8.00	
Planes, block, 6"	2		11.00	
Planes, smooth, 9"	2		20.00	
Planes, jack, 14"	2		19.00	
Saws, rip, 5-1/2 pt., 26"	2		14.00	
Saws, crosscut, 8 pt., 26"	2		9.00	
Saw, back 14"	1		6.00	
Saws, hole 1" to 2-1/2" (7 sizes; 14 in all)	2		71.00	
Saws, portable, 7-1/4", 115 volts	1		80.00	
Hacksaws, 12", adjustable	4		9.00	
Saw, w/miter box 28" x 5"	1		67.00	

NAME OF ITEM	QUAN-TITY	UNIT COST	TOTAL COST	STATE OFFICE USE
II. Hand and Portable Tools [Minor] Cont.				
Scrapers, cabinet, 3" & 5"	2	.64	2.00	
Knives, putty, stiff blade 1-1/4"	3		3.00	
Files, half-round, cabinet, 10"	3	2.60	8.00	
Files, flat, 10", (wood)	3	1.37	5.00	
Rasps, half-round, 10" (wood)	3	2.46	8.00	
Files, auger bit, 7"	2	.97	2.00	
Card and brush, files	5		9.00	
Clamps, "C", 3", 5", 6"	4 each		31.00	
Vises, woodworkers, rapid action	1		27.00	
Vises, pipe, portable stand	1		70.00	
Vises, bench, 4", jaw, swivel base	1		64.00	
Pliers, combination 6", 8", 10"	2 pr. each		7.00	
Pliers, side cutting, 8"	2 pr.	4.56	10.00	
Pliers, needle nose 6" w/cutters	3 pr.	3.19	10.00	
Pincers, carpenter, 8"	2 pr.	4.27	9.00	
Drill, hand 1/4" capacity	1		6.00	
Braces, ratchet, 12"	2		15.00	
Screwdrivers, 4", 6", 8"	6 each		22.00	
Screwdriver, pts. 1, 2, 3, 4	3 each		14.00	
Screwdrivers, spiral, 13# closed	2	8.41	17.00	
Screwdrivers, offset 4"	3	.70	3.00	
Screwdrivers, bits 3/16", 1/4", 5/16", 3/8"	2 sets	7.32	15.00	
Wrenches, adjustable, 10"	6	3.34	20.00	
Wrenches, adjustable, 6"	3	2.34	7.00	
Wrenches, adjustable, 8"	2	2.67	6.00	

NAME OF ITEM	QUAN-TITY	UNIT COST	TOTAL COST	STATE OFFICE USE
II. Hand & Portable Tools [Cont.]				
Wrenches, adjustable, 12"	2	4.87	10.00	
Wrenches, Allen	2 sets	.80	2.00	
Wrenches, vice-grip, 7"	2		4.00	
Wrenches, tap and disk	2 sets		26.00	
Wrenches, pipe, 8", 10", 12"	2 each		25.00	
Countersinks, brace 3/4"	1		2.00	
Countersinks, round shank, 3/4"	1		3.00	
Hammers, claw, 16 oz.	4		14.00	
Hammers, ball pein, 12 oz.	2		6.00	
Hammers, ball pein, 8 oz.	2	2.74	6.00	
Hammers, sledge, 8 lb.	1		7.00	
Hammers, concrete, 3 lbs.	2	5.10	11.00	
Hammers, soft face, 8 oz.	1		3.00	
Hatchets	2		9.00	
Drills, portable, electric 1/2"	1		86.00	
Nail sets 1/32", 1/16", 3/32"	3		4.00	
Cutters, glass	3		2.00	
Cutters, tubing 3/16" to 1 1/8"	2	1.68	4.00	
Punches, knockout 1/2" - 1 1/2" (set of 6)	1 set		20.00	
Punches, prick, 3/8" x 4 1/2"	4	.81	4.00	
Punches, center 3/8" x 4"	4		3.00	
Punch sets, drive pin, 8", 1/8" to 3/8"	2		9.00	
Awls, scratch, 6"	2		3.00	
Torches, soldering, Bernzamatic (Kit)	3		16.00	

NAME OF ITEM	QUAN-TITY	UNIT COST	TOTAL COST	STATE OFFICE USE
Hand & Portable Tools [Cont.]				
Guns, soldering, electric heavy duty	3		37.00	
Guns, soldering, electric, 1/2" tip	1		1.00	
Oilstones, combination,	3	2.83	9.00	
Oilers, 1/3 pt.	3	1.30	4.00	
Bars, wrecking, goose neck, 3/4" x 24"	2		3.00	
Brushes, wire	8	.50	4.00	
Stops, bench, 1/4" x 1" x 2-1/4"	1 doz.		20.00	
Dusters, bench 8"	1 doz.		15.00	
Snips, tin, straight cut, 3"	3 prs.	3.85	12.00	
Snips, tin circular cut, 3"	2 prs.	4.06	9.00	
Snips, aviation, right cutting	2 prs.		7.00	
Snips, aviation, left cutting	2 prs.		7.00	
Cords, extension, 25'	6	2.25	14.00	
Ladders, step, 8'	2	25.50	51.00	
Ladders, extension, 20'	1		35.00	
Monogoggles	4	1.09	6.00	
U.S. standard gauges, sheet iron and wire	2	9.40	19.00	
Protractors	4	2.32	10.00	
Whisk brooms	4		3.00	
Wheelbarrow, heavy duty	1		32.00	
Mortar hoes	1		6.00	
Spray cans, 3-qt. pressure	2	8.99	17.00	
Brushes, kalsomine, bonding	2	.77	2.00	

NAME OF ITEM	QUAN-TITY	UNIT COST	TOTAL COST	STATE OFFICE USE
Hand & Portable Tools [Cont]				
Brushes, cement finishing	2	1.06	3.00	
Brushes, plaster finishing	2	1.80	3.00	
Wood floats	2		2.00	
Steel Trowels, cement finishing	2	5.50	11.00	
Edgers	2	1.28	3.00	
Groovers	2	2.08	4.00	
Drop cloths, single duck 20' x 20'	2		40.00	
Pointed trowels	2		3.00	
Plasterer's trowels	1		3.00	
16 qt. buckets w/wringer (bucket with chasis)	2	24.00	50.00	
Scrapers	2	2.73	5.00	
Respirators	1 doz.		13.00	
Brushes, various sizes & shapes	2 doz.		32.00	
Rollers, various kinds (paint and pans)	1 doz.		28.00	
Trimming Shears for Shrubbery	3	5.14	17.00	
Garden rakes	3		9.00	
Hoes	3		9.00	
Short Handled Shovels Square Point	2		6.00	
Long Handled Shovels Round Point	2		5.00	
Mattocks	2		7.00	
Snow shovels	3		12.00	
Wood bits	1 lot		25.00	
Steel bits	1 lot		25.00	
		Total	1,707.00	

NAME OF ITEM	QUAN-TITY	UNIT COST	TOTAL COST	STATE OFFICE USE
III. Miscellaneous Equipment & Supplies [Major]				
Teacher's Desk w/center drawer	1		185.00	
Storage Cabinets	4		336.00	
		Total	521.00	
III. Miscellaneous Equipment & Supplies [Minor]				
Swivel chair	1		76.00	
IV. Supplies — Available for Classes				
Solder	2 lb.	1.53	3.00	
Flux	1 qt.	2.53	3.00	
Sandpaper, 3 sizes	C		9.00	
Emery cloth	C		20.00	
Cloths or rags	10 lb.		4.00	
Tile cement	1 gal.		6.00	
Nails — common & finish (Assort.)	50 lb.		13.00	
Screws — wood & sheet metal (Assortment)			20.00	
Bolts — stove & machine & carriage (assortment)			30.00	
Glue	1 gal.		4.00	
		Total	112.00	
		Grand Total	5,901.00	
Note: Other equipment to be purchased later.				

APPENDIX O

Name of School **BROOKE HIGH SCHOOL**

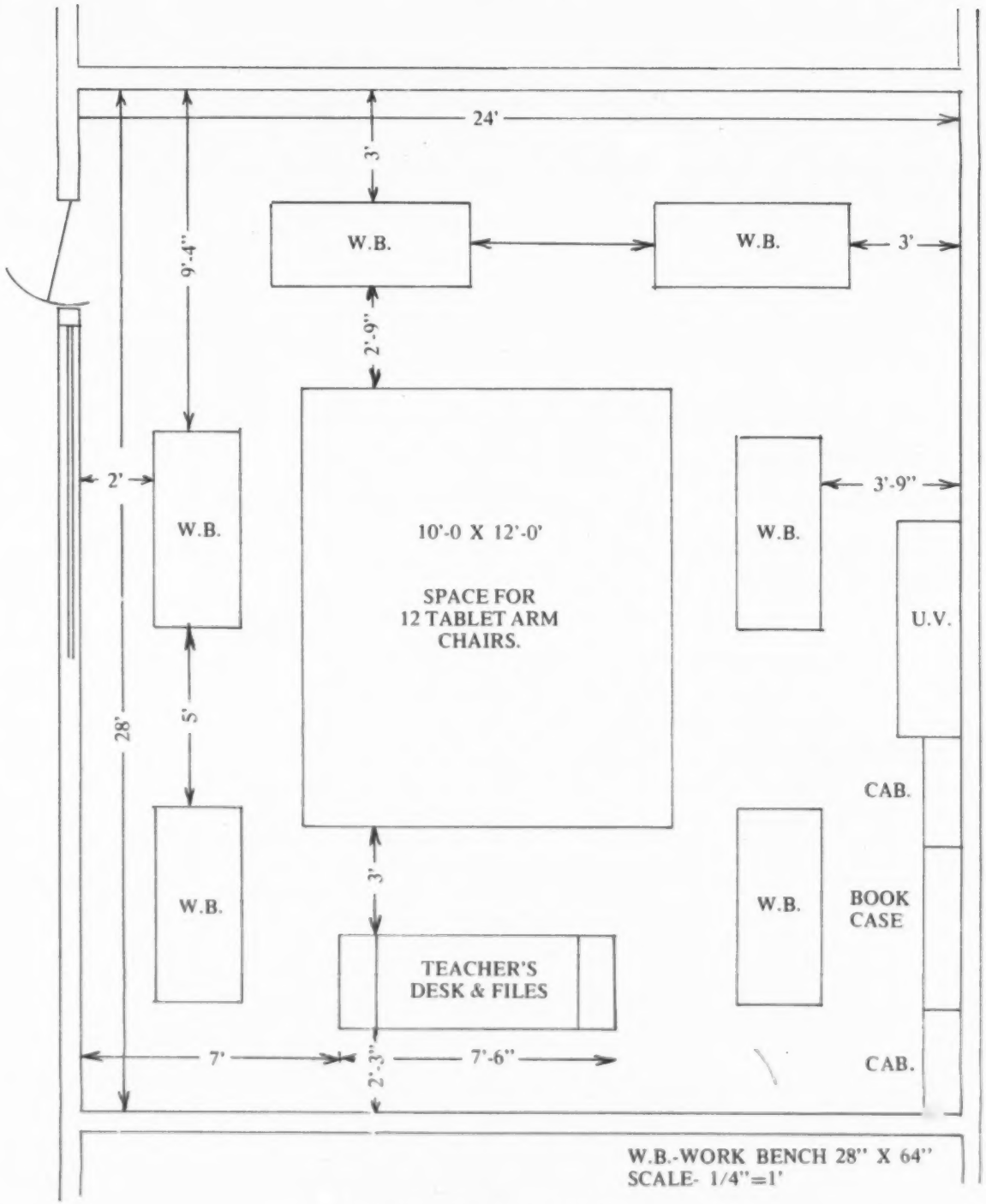
Curriculum **BUILDING AND GROUND MAINTENANCE**

Itemize equipment to be purchased. Separate by major and minor equipment. Major equipment has an acquisition cost of $100.00 or more.

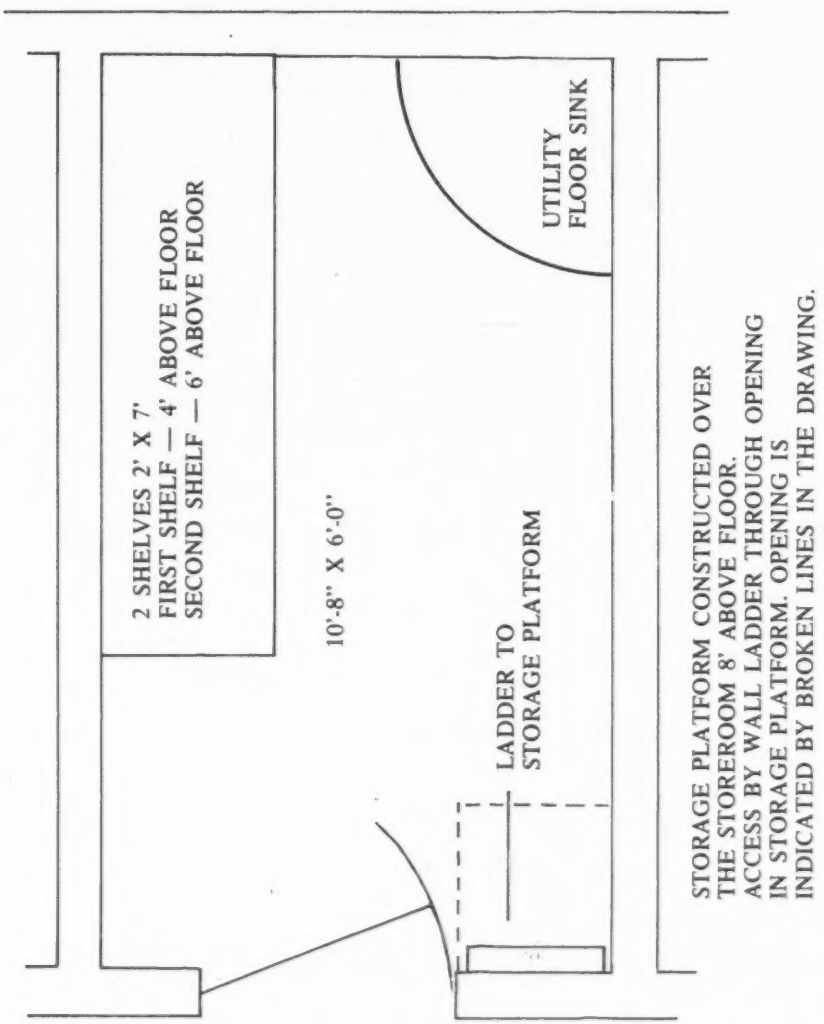
(In lieu of)
Renovation

NAME OF ITEM	QUAN-TITY	UNIT COST	TOTAL COST	STATE OFFICE USE
I. EQUIPMENT [Major]				
Tool Cabinets,	2	150.00	300.00	
Double Station Work Benches (2 vises for each bench; one vise — machine type one vise — woodwork type	6	192.00 Total	1,152.00 1,452.00	
I. EQUIPMENT [Minor]				
Storeroom shelving			57.00	
		Grand Total	1,509.00	

APPENDIX P



BUILDINGS AND GROUNDS MAINTENANCE LAB
BROOKE HIGH SCHOOL — ROOM 15


2 SHELVES 2' X 7'
FIRST SHELF — 4' ABOVE FLOOR
SECOND SHELF — 6' ABOVE FLOOR
10'-8" X 6'-0"
UTILITY
FLOOR SINK
LADDER TO
STORAGE PLATFORM
STORAGE PLATFORM CONSTRUCTED OVER
THE STOREROOM 8' ABOVE FLOOR.
ACCESS BY WALL LADDER THROUGH OPENING
IN STORAGE PLATFORM. OPENING IS
INDICATED BY BROKEN LINES IN THE DRAWING.

SCALE- 1/2"=1'

BUILDINGS AND GROUNDS MAINTENANCE STORE ROOM
BROOKE HIGH SCHOOL — ROOM 9

APPENDIX Q

SELF-INSPECTION BLANK

IMPORTANT: The owner or occupant of a building is in the better position to discover and correct conditions which exist or may develop in the property. This Self-Inspection Blank is intended only to assist in altering them to certain phases of condition but is not intended as a complete comprehensive survey.

INSTRUCTIONS: Please circle your "Yes" or "No" answer to each question or circle "NA" if the question does "Not Apply". All "No" answers indicate unsatisfactory conditions requiring attention, and a comment on each such item should be made on reverse side showing action taken to correct.

Use a separate blank for each individual building except buildings or structures of minor area or value with auxiilary occupancy which may be inspected as to Housekeeping, Heating and Electricity, and reported on one inespection blank listing all such buildings included thereon.

Owner _____

Name of Building _____

Location _____
(Street) (City) (State)

Check the Following for all Buildings

HOUSEKEEPING

1. Are the following locations kept free of rubbish, waste paper, old furniture, etc.?
   - Basement — Yes No NA
   - Attic — Yes No NA
   - Elevator Pits — Yes No NA
   - Auditorium backstage — Yes No NA
2. Are special closets provided for storage of cleaning and floor polishing supplies? — Yes No NA
3. Are highly inflammable cleaning supplies, gasoline or oils kept in approved safety cans? — Yes No NA
4. Are self-closing metal cans provided for storage of oil or paint soaked rags? — Yes No NA
5. Are the spaces beneath stairs kept free from accumulations or storage of any material? — Yes No NA

HEATING

6. Has heating equipment been thoroughly inspected by a qualified service man within the past year? — Yes No NA
7. Is the furnace room kept free of all waste paper and trash or other combustible storage? — Yes No NA
8. If coal is used, are ashes placed in metal cans used for that purpose only? — Yes No NA
9. Are portable oil heaters prohibited? — Yes No NA

ELECTRICITY

10. If any fuses or circuit breakers require frequent replacement or restoring, have these circuits been checked by a competent electrician for overloading — Yes No NA
11. Are all panel boards, switch and fuse cabinets clean? — Yes No NA
12. Are all electric heating (or heated) appliances equipped with properly working pilot lights? — Yes No NA
13. Note any temporary wiring under "Remarks" and give reason for its installation.

FIRE ALARM

14. Are employees trained in the importance of turning in an alarm immediately, before attempting to extinguish a fire? Yes No NA

EXTINGUISHERS

15. Do all extinguishers bear a tag with latest inspection or recharge date? Yes No NA
16. Are employees trained in use of extinguishers? Yes No NA

STAIR DOORS AND OTHER FIRE DOORS

17. Are "Automatic" fire doors kept in operating condition? Yes No NA
    a. Are all other doors kept closed to prevent spread of fire? Yes No NA

Check the Following Only When Building Contains the Items Listed

WATCHMAN

18. Is watchman service properly maintained? Yes No NA

STANDPIPE HOSE

19. Is all hose in standard operating condition? Yes No NA

AUTOMATIC SPRINKLER SYSTEM

20. Are all sprinkler control valves sealed in open position? Yes No NA
21. Are all vales and gauges checked weekly? Yes No NA

WORKSHOPS [OR MANUAL TRAINING ROOMS]

22. In these rooms:
    a. Is smoking prohibited? Yes No NA
    b. Are paint and solvents safely stored? Yes No NA
    c. Is sawdust and combustible waste removed daily? Yes No NA

KITCHEN

23. Are kitchen range ventilating hoods, filters and ducts kept free of grease accumulations by frequent cleaning? Yes No NA
24. Is there an extinguisher approved for grease fires located in the kitchen? Yes No NA
25. Are refrigeration motors and cooling coils clean? Yes No NA

LAUNDRY

26. Are automatic controls on clothes driers in good working order? Yes No NA
27. Is lint collector from clothes drier cleaned regularly? Yes No NA
28. Are all electric laundry devices properly grounded? Yes No NA

HOSPITALS

29. Are oxygen and nitrous oxide cylinders stored in a separate fire resistive room, vented to the outside and used for no other purpose? Yes No NA
30. Are such highly flammable anesthetic gases as cyclopropane, ether, ethylene and ethyl chloride stored in a separate fire resistive room, vented to the outside and used for no other purpose? Yes No NA
31. Are gas cylinders stored away from all heat? Yes No NA
32. Is the wiring of all electrical equipment and devices in operating rooms in good condiditon? Yes No NA
    a. Are devices properly grounded? Yes No NA

REMARKS

During your inspection did you discover any fire hazards not listed on other side of this form? Please describe.

List here your comments on action taken to correct those conditions needing attention.

ITEM NO. **COMMENTS**

Dated _____ 19____ Inspected by: _____

Reviewed by: _____

Management)

APPENDIX R

Name of School **BROOKE HIGH SCHOOL**

Curriculum **FOOD SERVICE EQUIPMENT**

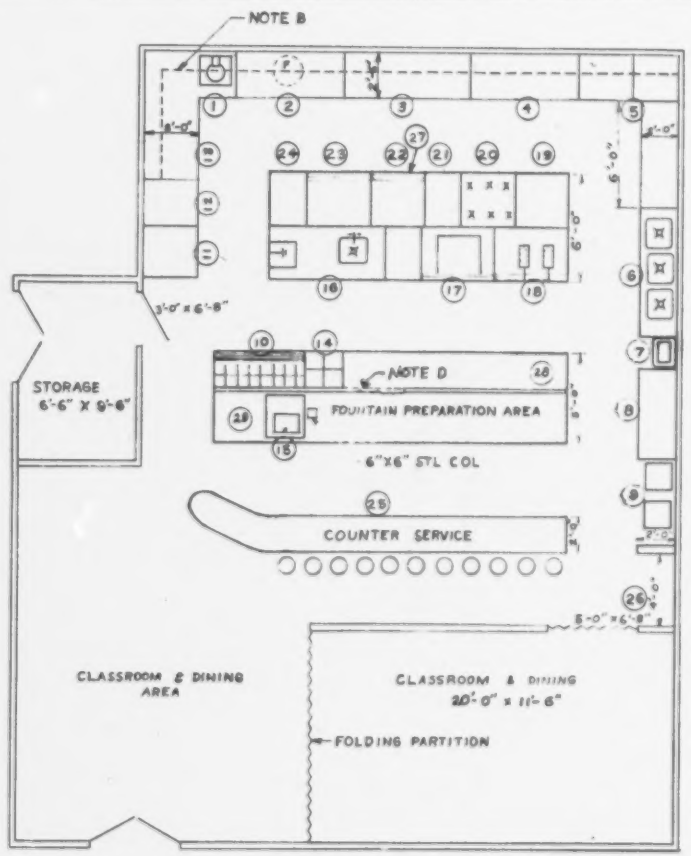
Itemize equipment to be purchased. Separate by major and minor equipment. Major equipment has an acquisition cost of $100.00 or more.

Equipment to be purchased for replacement ☐
Equipment to be purchased for a new curriculum ☒
Additional equipment for continuing curriculum ☐

NAME OF ITEM	QUAN-TITY	UNIT COST	TOTAL COST	STATE OFFICE USE
*Hobart Mixer	1			
Bakers Table 30" x 72" w/stn stl top, 3 bins & 8 spice bins	1	500.00	500.00	
S/S Work Table 30" x 72" (meat & veg. preparation)	1	275.00	275.00	
S/S Work Table 30" x 72"	1	275.00	275.00	
Hobart Dishwasher 5'-6" soiled dish table w/pre-rinse sink & 4'-0" clean dish	1	3,070.00	3,070.00	
*3 Vat s/s sink w/18" drainboards	1			
Hand sink s/s	1	90.00	90.00	
Work Table s/s w/hooks for wall storage & shelf be-neath for pots and pans storage	1	250.00	250.00	
*Movable s/s cart	1			
Sandwich — Salad Unit — Refrigerated w/work boards	1	530.00	530.00	
*Freezer	1			
*Refrigerator	1			
Work Table s/s w/storage below & bins above	1	1,000.00	1,000.00	

NAME OF ITEM	QUAN-TITY	UNIT COST	TOTAL COST	STATE OFFICE USE
Hot Dog Steamer & Bun Warmer	1	135.00	135.00	
Taylor Soft Ice Cream Freezer	1	2050.00	2050.00	
*S/S Table w/sink & warmer unit	1			
*Grill	1			
*Deep Fat Fryer w/stn stl work counter	1			
Work Table s/s	1	220.00	220.00	
*Gas Range - 8 burner - 1 oven	1			
Stn Stl Counter	1	185.00	185.00	
South Bend Counter Infra-Red Broiler	1	410.00	410.00	
Blodgett Convection Oven	1	1000.00	1000.00	
Cooling Rack	1	165.00	165.00	
Formica Lunch Counter 42" w/show case, register well and glass front	1	950.00	950.00	
48" Waitress station - water and ice bin & glass shelves	1	325.00	325.00	
Exhaust w/canopy & lights covering complete island	1	1600.00	1600.00	
Micro-Wave Oven	1	875.00	875.00	
Refrigerated Pie Case	1	415.00	415.00	
		Total	14,320.00	

Some minor equipment to be purchased later.
*Provided by Brooke County Board of Education



EQUIPMENT SCHEDULE

NO.	ITEM
1	HOBART MIXER
2	30" x 72" BAKERS TABLE W/STN STL TOP 3 BINS & 8 SPICE BINS
3	30" X 72" STN STL WORK TABLE (MEAT & VEG PREP)
4	30 X 72 STN STL WORK TABLE
5	HOBART COR DW 5'6" SOILED DISH TABLE W/PRE RINSE SINK & 4'0" CLEAN DISH
6	3 VAT STN STL SINK W/18" DRAINBOARDS
7	HAND LAV.
8	STN STL WORK TABLE W/HOOKS FOR WALL STORAGE & SHELF BENEATH FOR POTS & PANS STORAGE
9	MOVABLE STN STL CARTS
10	SANDWICH - SALAD UNIT - REFRIGERATED W/WORK BOARDS
11	FREEZER
12	REFRIGERATOR
13	STN STL WORK TABLE W/STORAGE BELOW & BINS ABOVE
14	DELFIELD HOT DOG STEAMER & BUN WARMER
15	TAYLOR ICE CREAM MAKER
16	STN STL TABLE W/SINK & WARMER UNIT
17	GRILL
18	DEEP FAT FRYER W/STN STL WORK COUNTER
19	STN STL WORK TABLE
20	GAS RANGE - 8 BURNER - 1 OVEN
21	STN STL COUNTER
22	SOUTH BEND INFRA RAY BROILER
23	BLODGETT CONVECTION OVEN
24	COOLING RACK
25	36" FORMICA LUNCH COUNTER W/SHOWCASE, REGISTER WELL & GLASS FRONT
26	48" WAITRESS STATION - WATER & ICE BIN & GLASS SHELVES
27	EXHAUST W/ CANOPY & LIGHTS COVERING COMPLETE ISLAND
28	MICRO-WAVE OVEN - ON COUNTER
29	REFRIG PIE CASE

NOTATIONS

NOTE A: WALKWAYS ARE TO BE 4'-0"
NOTE B: CABINETS ABOVE & STORAGE BELOW
NOTE C: OVERALL SIZE OF EXISTING AREA 36'-6" x 43'-6"
NOTE D: DIVIDING PARTITION WITH 18" OPENING IN THE CENTER

TITLE: WORK AREA PROPOSAL FOR OCCUPATIONAL FOOD SERVICE BROOKE HIGH SCHOOL

SCALE 1/4"=1'-0" DATE 7/10/72

APPENDIX T

WEST VIRGINIA
FOOD SERVICE SANITATION
REGULATIONS

[Chapter 1, Article 3]

1970

Issued by the

West Virginia Department of Health

THE MICHIE COMPANY

CHARLOTTESVILLE, VA.

1970

Only such poisonous and toxic materials as are required to maintain sanitary conditions and for sanitization purposes may be used or stored in food-service establishments. Poisonous and toxic materials shall be identified, and shall be used only in such manner and under such conditions as will not contaminate food or constitute a hazard to employees or customers.

SEC. 3. PERSONNEL.

1. Health and Disease Control: No person while affected with any disease in a communicable form, or while a carrier of such disease, or while afflicted with boils, infected wounds, sores, or an acute respiratory infection, shall work in any area of a food-service establishment in any capacity in which there is a likelihood of such person contaminating food or food-contact surfaces with pathogenic organisms, or transmitting disease to other individuals; and no person known or suspected of being affected with any such disease or condition shall be employed in such an area or capacity. If the manager or person in charge of the establishment has reason to suspect that any employee has contracted any disease in a communicable form or has become a carrier of such disease, he shall notify the health officer immediately.

2. Cleanliness: All employees shall wear clean outer garments, maintain a high degree of personal cleanliness, and conform to hygienic practices while on duty. They shall wash their hands thoroughly in an approved hand-washing facility before starting work, and as often as may be necessary to remove soil and contamination. No employee shall resume work after visiting the toilet room without first washing his hands.

SEC. 4. FOOD EQUIPMENT AND UTENSILS.

1. Sanitary Design, Construction and Installation of Equipment and Utensils: All equipment and utensils shall be so designed and of such material and workmanship as to be smooth, easily cleanable and durable, and shall be in good repair; and the food-contact surfaces of such equipment and utensils shall, in addition, be easily accessible for cleaning, non-toxic, corrosion resistant and relatively nonabsorbent: PROVIDED, That, when approved by the health officer, exceptions may be made to the above materials requirements for equipment such as cutting boards, blocks and bakers' tables.

All equipment shall be so installed and maintained as to facilitate the cleaning thereof, and of all adjacent areas.

Equipment in use at the time of adoption of this regulation which does not meet fully the above requirements, may be continued in use if it is in good repair, capable of being maintained in a sanitary condition and the food-contact surfaces are nontoxic.

Single-service articles shall be made from nontoxic materials.

2. Cleanliness of Equipment and Utensils: All eating and drinking utensils shall be thoroughly cleaned and sanitized after each usage.

All kitchenware and food-contact surfaces of equipment, exclusive of cooking surfaces of equipment, used in the preparation or serving of food or drink, and all food-storage utensils, shall be thoroughly cleaned after each use. Cooking surfaces of equipment shall be cleaned at least once a day. All utensils and food-contact surfaces of equipment used in the preparation, service, display, or storage of potentially hazardous food shall be thoroughly cleaned and sanitized prior to such use. Non-food-contact surfaces of equipment shall be cleaned at such intervals as to keep them in a clean and sanitary condition.

After cleaning and until use, all food-contact surfaces of equipment and utensils shall be so stored and handled as to be protected from contamination.

All single-service articles shall be stored, handled, and dispensed in a sanitary manner, and shall be used only once.

Food-service establishments which do not have adequate and effective facilities for cleaning and sanitizing utensils shall use single-service articles.

SEC. 5. SANITARY FACILITIES AND CONTROLS.

1. Water Supply: The water supply shall be adequate, of a safe, sanitary quality and from an ap-

proved source. Hot and cold running water under pressure shall be provided in all areas where food is prepared, or equipment, utensils, or containers are washed.

Ice used for any purpose shall be made from water which comes from an approved source, and shall be used only if it has been manufactured, stored, transported, and handled in a sanitary manner.

2. Sewage Disposal: All sewage shall be disposed of in a public sewerage system or, in the absence thereof, in a manner approved by the health officer.

3. Plumbing: Plumbing shall be so sized, installed, and maintained as to carry adequate quantities of water to required locations throughout the establishment; as to prevent contamination of the water supply; as to properly convey sewage and liquid wastes from the establishment to the sewerage or sewage-disposal system; and so it does not constitute a source of contamination of food, equipment, or utensils, or create an insanitary condition or nuisance.

4. Toilet Facilities: Each food-service establishment shall be provided with adequate, conveniently located toilet facilities for its employees. Toilet fixtures shall be of sanitary design and readily cleanable. Toilet facilities, including rooms and fixtures, shall be kept in a clean condition and in good repair. The doors of all toilet rooms shall be self-closing. In food-service establishments hereafter constructed toilet rooms shall not open directly into any room used primarily for the preparation of food. Toilet tissue shall be provided. Easily cleanable receptables shall be provided for waste materials, and such receptacles in toilet rooms for women shall be covered. Where the use of non-water-carried sewage disposal facilities have been approved by the health officer, such facilities shall be separate from the establishment. When toilet facilities are provided for patrons, such facilities shall meet the requirements of this subsection.

5. Hand-Washing Facilities: Each food-service establishment shall be provided with adequate, conveniently located hand-washing facilities for its employees, including a lavatory or lavatories equipped with hot and cold or tempered running water, hand-cleansing soap or detergent, and approved sanitary towels or other approved hand-drying devices. Such facilities shall be kept clean and in good repair.

6. Garbage and Rubbish Disposal: All garbage and rubbish containing food wastes shall, prior to disposal, be kept in leakproof, non-absorbent containers which shall be kept covered with tight-fitting lids when filled or stored, or not in continuous use: PROVIDED, That such containers need not be covered when stored in a special vermin-proofed room or enclosure, or in a food-waste refrigerator. All other rubbish shall be stored in containers, rooms or areas in an approved manner. The rooms, enclosures, areas and containers used shall be adequate for the storage of all food waste and rubbish accumulating on the premises. Adequate cleaning facilities shall be provided, and each container, room, or area shall be thoroughly cleaned after the emptying or removal of garbage and rubbish. Food-waste grinders, if used, shall be installed in compliance with State and local standards and shall be of suitable construction. All garbage and rubbish shall be disposed of with sufficient frequency and in such a manner as to prevent a nuisance.

7. Vermin Control: Effective measures shall be taken to protect against the entrance into the establishment and the breeding or presence on the premises of vermin.

SEC. 6. OTHER FACILITIES AND OPERATIONS.

1. Floors, Walls and Ceilings: The floor surfaces in kitchens, in all other rooms and areas in which food is stored or prepared and in which utensils are washed, and in walk-in refrigerators, dressing or locker rooms and toilet rooms, shall be of smooth, nonabsorbent materials, and so constructed as to be easily cleanable: PROVIDED, That the floors of nonrefrigerated, dry-food-storage areas need not be nonabsorbent. All floors shall be kept clean and in good repair. Floor drains shall be provided in all rooms where floors are subjected to flooding-type cleaning or where normal operations release or discharge water or other liquid waste on the floor. All exterior areas where flood is served shall be kept clean and properly drained, and surfaces in such areas shall be finished so as to facilitate maintenance and minimize dust.

The walls and ceilings of all rooms shall be kept clean and in good repair. All walls of rooms or areas in which food is prepared, or utensils or hands are washed, shall be easily cleanable, smooth and light-colored, and shall have washable surfaces up to the highest level reached by splash or spray.

2. Lighting: All areas in which food is prepared or stored or utensils are washed, hand-washing areas, dressing or locker rooms, toilet rooms, and garbage and rubbish storage areas shall be well lighted. During all cleanup activities, adequate light shall be provided in the area being cleaned, and upon or around equipment being cleaned.

3. Ventilation: All rooms in which food is prepared or served or utensils are washed, dressing or

locker rooms, toilet rooms, and garbage and rubbish storage areas shall be well ventilated. Ventilation hoods and devices shall be designed to prevent grease or condensate from dripping into food or onto food preparation surfaces. Filters, where used, shall be readily removable for cleaning or replacement. Ventilation systems shall comply with applicable State and local fire-prevention requirements and shall, when vented to the outside air, discharge in such manner as not to create a nuisance.

4. Dressing Rooms and Lockers: Adequate facilities shall be provided for the orderly storage of employees' clothing and personal belongings. Where employees routinely change clothes within the establishment, one or more dressing rooms or designated areas shall be provided for this purpose. Such designated areas shall be located outside of the food preparation, storage, and serving areas, and the utensil-washing and storage areas: PROVIDED, That, when approved by the health officer, such an area may be located in a storage room where only completely packaged food is stored. Designated areas shall be equipped with adequate lockers, and lockers or other suitable facilities shall be provided in dressing rooms. Dressing rooms and lockers shall be kept clean.

5. Housekeeping: All parts of the establishment and its premises shall be kept neat, clean, and free of litter and rubbish. Cleaning operations shall be conducted in such a manner as to minimize contamination of food and food-contact surfaces. None of the operations connected with a food-service establishment shall be conducted in any room used as living or sleeping quarters. Soiled linens, coats, and aprons shall be kept in suitable containers until removed for laundering. No live birds or animals shall be allowed in any area used for the conduct of food-service establishment operations: PROVIDED, That guide dogs accompanying blind persons may be permitted in dining areas.

APPENDIX U

THE WEST VIRGINIA SCHOOL LUNCH HANDBOOK
(Revised Edition — July, 1963)

Prepared under the direction of

REX M. SMITH

State Superintendent of Free Schools

SCHOOL LUNCH PROGRAM

WEST VIRGINIA DEPARTMENT OF EDUCATION
STATE CAPITOL, CHARLESTON, WEST VIRGINIA

FOOD STORAGE

Any foods donated by the U.S. Department of Agriculture should be accepted and used by a school in as large quantities as practical. Upon receipt of these government-donated foods, the school becomes responsible for their proper use, care and storage. All foods donated should be inspected upon delivery and any damage or spoilage reported to the proper authorities. (See Section VI. Government-Donated Foods.)

Rodent or insect-infested foods which have thawed or other foods showing damage (dented, rusty or bulging cans) should not be used. The oldest stock on hand should be used first.

Left-over Food or Over Production of Food

All perishable left-overs should be discareded at the end of the day. Any usable left-overs may be refrigerated or frozen for future use.

No person should be permitted to take left-overs away from the school. Overproduction of foods should be avoided by use of standardized recipes. Overproduction of any foods, such as breads, cakes and other items should not be taken away from the school. (See Section III, School Lunch Program Management.)

DRY FOOD STORAGE

Foods should not be stored in the kitchen if other storage space is available. Only one day's supply of food should be kept in the kitchen area.

Ventilation of the storeroom is important. Louvres and fans are needed to provide circulation of air. The U.S. Department of Agriculture recommends weather-sealing the storeroom and installing an air conditioner to regulate temperature and humidity. **The recommended temperature for the storeroom is 50 to 70F.**

Canned foods should be left in the original cartons and stored on shelves at least 18 inches from the floor. If possible, canned orange juice, grapefruit sections, tomatoes and tomato juice should be stored in the refrigerator in order to preserve their Vitamin C content. These food items should be used promptly and never stored over the summer months.

Bulk foods, such as dried beans, rice, cornmeal, flour and sugar, should be stored in tightly covered metal containers, preferably @ 50 degrees F. or less. Cheese should be stored in the refrigerator.

Potatoes, onions and other root vegetables should be stored in racks or bins with air circulation. If this is not possible, all sacks should be separated by wooden strips in order to provide air circulation. Potatoes sometimes are sprayed to prevent sprouting. (Consult your County Agricultural Agent.)

REFRIGERATION

The main objectives for refrigeration are: to prevent dangerous germ growth; to preserve the nutritive value of food, to preserve food flavor and quality and to prevent food spoilage. Although refrigeration deters the spoiling of perishable foods, food cannot be kept indefinitely in the refrigerator without showing signs of bacterial activity. Milk sours, meat becomes slimy, butter becomes rancid. Perishable food should not be stored in the refrigerator more than 3 to 4 days.

Bulk foods should be stored in shallow, covered containers. One-half pint milk cartons should be placed on trays before refrigeration to afford easier handling. If milk racks are placed in the refrigerator, the refrigerator should be thoroughly cleaned each day.

Information from the U.S. Department of Agriculture lists 32 to 40 degrees as the preferred temperature for general refrigeration. The temperature in the refrigerator should never rise above 45 degrees F. This necessitates keeping a small thermometer in the refrigerator.

Foods need not be thoroughly cooled before refrigeration. They should be stored as soon as possible after preparation, turning up the thermostat on the refrigerator temporarily, if necessary.

Food Poisoning Due to Inadequate Refrigeration or Improper Handling

Some foods more frequently are involved in food-borne disease outbreaks. However **any** food which has been handled or refrigerated improperly can cause food poisoning. Outbreaks of food poisoning in school lunch programs have been traced to improper handling or inadequate refrigeration of the following foods: eggs, potato, chicken or turkey salad; mince pie, fricasseed chicken, roast turkey, dressing and gravy. **Do not serve** cream-filled pies or pastries unless **constant** refrigeration is possible. Keep salad dressing and mayonnaise under refrigeration after they are opened.

Recommended Times and Temperatures for Refrigerated Storage

Food	MAX. TEMP.	MAX. STORAGE
Dairy Products		
Milk (Store in original container, tightly covered)	40° F.	3 days
Butter (Store in waxed cartons)	40° F.	3 weeks
Cheese (Wrap tightly)	40° F.	6 months
Eggs and Poultry		
Eggs (Store unwashed. Remove from cardboard carton)	45° F.	7 days
Eggs, Dry Store in original container. If opened, store @ 40 degrees F. in tightly covered can.)	70° F.	6 months
Poultry Wrap loosely)	36° F.	7 days
Vegetables		
Leafy Vegetables (Store unwashed)	45° F.	7 days
Potatoes, onions, root vegetables (Store dry, in ventilated container or bags)	70° F.	7-30 days
Fruits:		
Peaches, Plums, Berries (Store unwashed)	50° F.	7 days
Apples, Pears, Citrus Fruits (In original container)	70° F.	14 days
Dried Fruits (In original container)	70° F.	3 months
Meat and Fish		
Ground Meats (Wrap loosely)	38° F.	2 days
Fresh Meat Cuts (Wrap loosely)	38° F.	6 days
Liver and Variety Meats (Wrap loosely)	39° F.	2 days
Cold Cuts (Sliced)	38° F.	6 days

FROZEN FOOD STORAGE

All frozen foods should be stored in moisture-proof packages or containers or in sealed plastic wrapping paper at 0 degrees F. or below. Government-donated butter and ground meats should be stored in the original waxed containers, not in waxed paper wrappings alone. In order to save space, such foods may be removed from the outside containers and sealed in saran wrap or air-tight plastic bags. **Waxed paper never is a satisfactory wrapping for frozen foods.**

All frozen food should be **thawed in the refrigerator.** During the thawing period, harmful bacterial growth may occur if the food is left exposed to heat, dust and dirt. Some foods may be prepared immediately without thawing, such as frozen fruits and vegetables.

Suggested Maximum Storage Periods for Commercially Frozen Foods [West Virginia Department of Health]

Food	Holding Period @ 0° F.	Food	Holding Period @ 0° F.
Fish:		Chicken, whole	12 months
Fillets, cod, flouder, haddock, halibut	4 months	Turkey, cut-up and whole	6 months
Mullet, perch, trout, bass	3 months	Cooked chicken & Turkey Pie	12 months
Whiting (drawn)	4 months	Fried Chicken	3 months
Meats:		**Vegetables:**	
Ground Beef or thin steak	3 months	Asparagus	8 months
Lamp patties	4 months	Beans, green	8 months
Roasts	12 months	Corn	10 months
		Cauliflower	10 months
Poultry:		Peas, green	8 months
Chicken, cut-up	6 months	Spinach	10 months

PROPER DISHWASHING METHODS:

Pre-scraping and pre-rinsing at 100 degrees F. or more are necessary before washing dishes or utensils by any one of the three methods approved by the West Virginia State Department of Health. An approved type of thermometer should be available to determine water temperature.

1. **Hand Dishwashing: [Three Compartment Sink]**
   (a) First compartment - Hand dishwashing using hot, soapy water.
   (b) Second compartment - Rinsing in clear, warm water.
   (c) Third compartment - Rinsing in sanitizing agent - 2 tablespoons chlorine bleach for each gallon of water @ 90 degrees F.

2. **Hand Dishwashing: [Three Compartment Sink with immersion type heater]**
   (a) First compartment - Hand dishwashing using hot, soapy water.
   (b) Second compartment - Rinsing in clear, warm water.
   (c) Third compartment - Rinsing @ 180 degrees F. for two full minutes. (Use an approved commercial immersion-type heater in the sink to maintain water temperature. Use long handled baskets for dishes and hooks or tongs for pots and pans so that all utensils are completely immersed in the water.)

3. **Mechanical Washing:** The temperature of the wash water must be maintained as recommended by the dishwasher manufacturer. The rinse water must be kept at 180 degrees F. at all times. Proper racking of dishes is important to insure proper cleaning of the surfaces. The dishwasher itself should be clean. Jets should be free of any mineral deposits or foreign matter.

   An approved method should be used in washing and disinfecting all utensils and equipment, as well as dishes and silverware. This includes pots and pans, can openers, grinders, cutlery, tables, working surfaces, chairs and benches - everything used in the preparation, handling and serving of food. Garbage cans should be emptied daily, washed and rinsed with a sanitizing agent.

   When possible, dishes should be air-dried. Compartmented trays may be turned upside-down after rinsing and stacked "criss-cross" for drying. When it is necessary to use dishtowels, these towels should be changed frequently, laundered daily and never used for anything except drying dishes.

Stain Remover for Plastic Trays:
4-1/2 cups chlorine bleach
1-1/2 cups baking soda
6 cups vinegar

Add these ingredients to six gallons warm water. Soak plastic trays in this solution for 5 minutes. Wash as usual.

SANITARY FOOD HANDLING
(Summary of U.S. Public Health Service Recommendations)

Throughout the cases of bacterial food poisoning it has been noted: (1) frozen turkeys have not been defrosted under refrigeration, (2) cooked foods were not cooled quickly and refrigerated promptly, (3) some schools lacked adequate refrigeration equipment, (4) cooking equipment was not thoroughly cleaned, (5) dishes and hands were being washed in the same sink. (6) cooks were not given any formal training in quantity cooking, (7) cooks had no supervision by a capable supervisor, (8) all school lunch personnel having to do with the preparation and handling of food, including those in charge, were not conversant with good food handling procedures where large amounts of food were involved, (9) facilities for food production were not adequate for number being fed, (10) deep containers were used to store deboned turkey - not allowing food to cool quickly and thoroughly, (11) foods were not kept under sufficiently high or low temperatures to prevent growth of bacteria.

Findings of these reports indicate need for improvement as follows:
1. All frozen foods should be stored in freezers @ 0 degrees F. or below until ready for use.

2. All frozen foods should be defrosted under refrigeration, preferably in a refrigerator with a circulating fan.
3. Schools should be equipped with adequate refrigeration equipment.
4. All perishable foods should be refrigerated at temperatures of 40 degrees F. **or below** or kept hot at temperatures of **140 degrees F. and preferably 150 degrees F.** at all times except during necessary preparation time.
5. All schools should provide adequate hand washing facilities in the food preparation area in order that food service personnel will not use food preparation sinks or have to rely solely on hand washing facilities in the toilet area. All schools should carry out training programs on personal hygiene emphasizing proper and frequent hand washing by all school lunch personnel.
6. Commercial facilities used for storing donated foods should be equipped with at least two recording thermometers.
7. All three compartment dishwashing sinks in school lunch program schools should meet public health standards. The same applies to automatic dishwashers which should provide a temperature of not less than 180 degrees F. for rinse water.
8. All food preparation equipment should be thoroughly cleaned, rinsed and sanitized after each use.
9. A thorough cleaning of utensils in food preparation area should be scheduled as a **daily cleaning assignment.**
10. Where necessary, the water supply should be checked periodically.

RODENT AND INSECT CONTROL

For effective insect control, screens should be installed in the kitchen lunchroom and storeroom. Schools may also obtain the services of a professional exterminator.

In air conditioned storerooms flies and insects are no problem. Insecticides and rodenticides should not be used in food preparation or storage areas unless supervised by professional persons. Insecticides and rodenticides should be colored so that they are easily recognizable. These preparations should never be stored in food preparation or storage areas, but in a locked cabinet away from these areas.

Garbage Removal

Garbage **must** be removed daily from the kitchen area. It will cause unpleasant odors will decay and will attract pests. If garbage disposals are installed, the commercial type should be used. Correct plumbing also must be installed.

Empty food tins should be flattened and stored in covered garbage cans. Cardboard boxes should not be used for holding kitchen waste.

CARE OF EQUIPMENT

Cleaning the Refrigerator

The inside of the refrigerator should be cleaned at least once each week or more often as needed. The outside of the refrigerator should be cleaned with a clean damp cloth. Any food that has been spilled in or on the refrigerator should be wiped up immediately. If metal milk racks are stored in the refrigerator, the refrigerator should be cleaned daily with a sanitizing agent. Wax deposits from milk cartons should also be removed from the refrigerator shelves daily.

The refrigerator should be defrosted when necessary following manufacture's directions. At the same time shelves, walls and inside of doors should be washed with a mixture of warm water and baking soda (one tablespoon soda to one quart water.) The exterior should be washed with a hot detergent solution rinsed and dried.

Cleaning the Gas Range

After each cooking cycle the range should be inspected for spill-overs. Every day the exterior surfaces should be cleaned and the burners brushed with a wire brush. Any burned sediment or grease should be removed immediately. When the range is completely cool the top and exterior surface should be washed and dried well. Each week the gas burners should be removed and soaked in hot water containing a grease solvent (one ounce solvent per gallon of water.)

Cleaning the Electric Range

When completely cool, the electric range should be washed on the outside with warm soapy water.

Food spilled on the surface units should be burned off. Food spillage should be wiped off immediately. (Never slide pans off the surface units, but lift them off.) Grease and crumbs should be removed from the edges of the units daily.

Cleaning the Gas Oven

Each day any deposits on the valve, door handles and door edges should be removed with a wire brush or with steel wool. Any crumbs or other residue should be cleaned from beneath the oven doors. The interior should be brushed out and wiped clean with a damp cloth. The shelves should be removed and cleaned, if necessary. Every three months the burner adjustments should be checked and the air mixers and burner ports cleaned. The air ducts and entry ports at the rear of the oven should be cleaned twice a year.

Cleaning the Electric Oven

When the oven has cooled, spilled food or crumbs should be removed and the interior cleaned with a damp cloth. After baking the oven door should be left open, the oven allowed to cool, then cleaned and dried thoroughly. The oven vents should be kept clean at all times. Crumbs and carbonized spillage should be removed from the base of oven doors daily.

Cleaning the Bench-Type Can Opener

After each use the can opener blade should be wiped with a damp cloth. At the end of each day, the opener should be removed by lifting the shank out of the base. The shank may be soaked in a hot detergent solution and scrubbed with a brush, rinsed with hot water and dried. The base should be cleaned with a detergent solution and dried.

SAFETY RULES

1. Insure the proper installation of all equipment.
2. Install proper electrical outlets.
3. Before installing new electrical equipment, have wiring checked and approved.
4. All hot water pipes and electrical wiring must have proper insulation.
5. Storerooms should be free of uninsulated pipes, water heaters, condensing units and other heat-producing equipment.
6. The lunchroom and kitchen should have two exits.
7. An approved fire extinguisher should be installed in the kitchen.
8. A first aid kit should easily be available to the kitchen.
9. Booster burners under the sink should be protected with a fire guard.
10. The storeroom kitchen stairway, hall and lunchroom should be adequately lighted.
11. Proper procedures should be developed in case of fire during the lunch hour.

DESIRABLE SAFETY PRACTICES

1. Carefully follow the manufacturer's instructions for the operation of equipment.
2. Students should not handle hot foods or liquids. Students should not operate power mixers and other electrical appliances.
3. Ventilate a gas oven for several minutes before lighting.
4. Turn handles of cooking utensils away from the edge of the range, but be sure they are not over direct heat.
5. Use pot holders, mitts or dry cloths for handling hot utensils.
6. Never lift heavy containers of hot food from the range. Use small containers for dipping and serving hot food.
7. Food containers should be covered except when in actual use.
8. Discard any chipped, cracked or broken glassware or china.
9. Keep storerooms free from cartons and trash — these create a fire hazard.
10. Do not store paint, kerosene, gasoline, cleaning supplies, insecticides, mops, brooms or garbage cans in the storeroom with the food.
11. Use a step-stool or step ladder for reaching high shelves. Never stand on top step.
12. Store heavy items on dollies or lifts when possible. Keep bulky items and heavy jars and cans on low strong shelves.
13. Keep floors dry at all times. Wipe up spilled food immediately.

14. Use non-slip wax on tile floors and linoleums.
15. Knives and other sharp implements should be stored in a special rack or a separate drawer.
16. Report all injuries and have immediate and proper first aid or medical treatment.
17. **Permit only authorized personnel in the kitchen area.**

PERSONAL HYGIENE

All cooks and school lunch managers must keep their food handling cards up-to-date and **posted in the school kitchen.** All student help, when used, must be selected by the principal and must obtain food handling cards.

Clothing Requirements:

1. A washable uniform or dress of a light color which is worn only in the kitchen and dining area.
2. A hairnet which covers all of the hair.
3. Low heel, polished comfortable shoes.

Health Requirements:

No one should be allowed to work in the kitchen or lunchroom when they have a sore throat, cold, intestinal disturbance, infection or other communicable disease.

Hands should be scrubbed - not merely rinsed - with warm water and soap before handling food, dishes or equipment. Hands should be washed:

Before	**After**
Beginning work;	Returning from toilet;
Handling food;	Using a handkerchief;
Serving food;	Touching hands to face or hair;
Eating food.	Sweeping or dusting;
	Sneezing or coughing;
	Emptying garbage.

Regulations of the West Virginia State Department of Health require that hand-washing facilities be available for lunchroom personnel. Hands should never be washed in the dishwashing sink. Mops should never be cleaned or rinsed in the three-compartment sink. Mop water should never be emptied in the three-compartment sink.

Smoking should not be allowed in the preparation, dining or storage areas of the school lunch program.

Outdoor wraps, purses, umbrellas and other personal belongings should be stored away from the food preparation and storage areas. A separate room, closet or locker should be provided for this purpose.

APPENDIX V

Common Demerits Scored within Brooke County Establishments Need To Be Corrected Responsibility of OWNER OR MANAGER

1. **Half Gallon Containers used to serve milk or other drinks.**
   1/2 pint containers should be used and served in it's entirety.

2. **Gas Stoves not vented to outside.**
   All gas stoves should be vented to outside.

3. **Containers of food stored off floor.**
   All containers including beer and pop cases stored at least 6 inches off floor.

4. **Use of commercial compounds for sanitizing dishes and glasses.**
   Only Chlorine or Iodine compounds can be used.

5. **Chemicals must not be stored near food.**
   Cleaning and sanitizing compound, solvents, pesticides and other chemiclas must be stored separate from foods stuffs — no unlabeled containers are allowed within kitchens or food storage areas.

6. **Uncovered foods in refrigerators.**
   All foods within refrigerator must be covered or wrapped.

7. **Improper Foodhandling.**
   Unnecessary use of hands during preparation and serving of food or drink discontinued — use utensils.

8. **Infected Foodhandlers.**
   Persons with cuts, boils, sores, colds, etc., should not be allowed to work.

9. **Dishware, Utensils and Equipment properly cleaned.**
   Glasses, equipment, cutting boards, etc., not being properly cleaned.

10. **Bar areas being cleaned and properly set up to dissenfect glasses before opening.**
    Not presently being done in some places — must be done daily.

11. **Suitable Thermometers Provided in Refrigerators.**
    A. Must be located in warmest zone — usually near door
    B. Must be in 2 degree graduations.

12. **Potentially Hazardous Food must be stored at 45 degrees or below or if held hot 140 degrees F or above.**
    All Creamfills refrigerated.
    All hot foods cooked to a temperature of 140 degrees F and held there.

13. **Proper hair restraints worn.**
    All employees working in high humidity areas all the time must wear hairnet or cap — kitchen employees only.

14. **Utensils in poor repair.**
    Damage utensils, worn out utensils replaced.
    Enamelware not to be used.

15. **Non Food Contact Surface of Equipment Cleaned Properly.**
    All basic equipment, shelves, fans, racks, refrigerator and other equipment tops and insides being properly cleaned.

16. **Contact Surfaces of Equipment Cleaned.**
Can openers, slicers, utensils, cutting boards, being properly cleaned either daily or between usage.

17. **Cleaned and Sanitizing Utensils Properly Stored and Handled.**
Knives, forks, spatules, etc., must be properly sanitized and stored in covered areas.

18. **Single Service items properly stored dispensed and handled.**
These items including straws, knives, forks, etc., must be individually wrapped and stored in an approved method.

19. **Toilet rooms completely enclosed.**
A. Must have self closing doors.
B. Must be cleaned daily.

20. **Proper Waste Receptacles and Tissue Provided.**
A. Ladies receptacle covered.
B. Proper tissue and soap provided.

21. **Hand Cleanser and towels provided at all times.**

22. **Garbage and Refuse.**
A. In approved metal containers
B. Tight fitting lids
C. Stored above ground level — concrete or woodenrack platforms perferred.
D. Area clean at all times — cans properly cleaned when empty.

23. **Floors improperly constructed — not clean.**
A. Must be smooth — easily cleanable
B. Cleaned daily.

24. **Rooms vented to outside where possible.**
Restrooms and kitchens must be vented to outside.

25. **All employees have proper Foodhandling Cards.**
A. X-ray or tine test required.
B. Attendance at Food School required.

Office Administrator
Brooke County Health Department

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